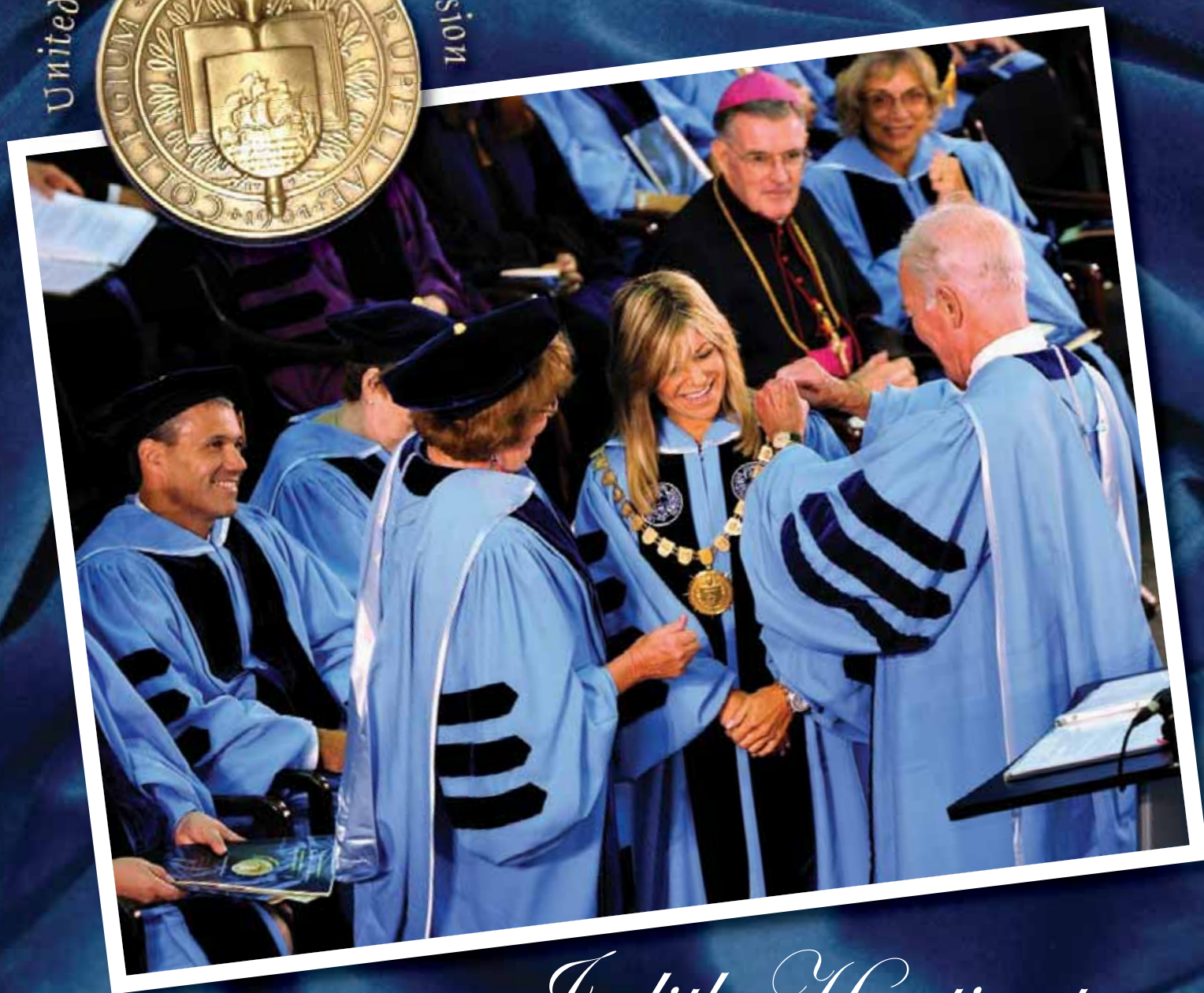


# QUARTERLY

The College of New Rochelle Alumnae/i Magazine

Fall/Winter 2011 | Volume 82 | No. 1

United and Strengthened by Mission



*Judith Huntington*

INAUGURATED AS 13TH PRESIDENT of  
THE COLLEGE OF NEW ROCHELLE

(story on page 12)



# QUARTERLY

Fall/Winter 2011  
Volume 82 | No. 1

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Judith Huntington receives the Presidential Chain of Office from Board Chair Michael Ambler and Trustee Elizabeth LeVaca; Photo by Peter Finger.



Inauguration Committee Chairs Joan Bailey (front left) & Colette Geary (front right) wait to process to The Wellness Center. **STORY ON PAGE 12.**

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# WITH PROFOUND *Thanks...*

*"It is the unity of our community that gives us strength to move this College forward."*

JUDITH HUNTINGTON  
PRESIDENT, THE COLLEGE OF NEW ROCHELLE

October 14, 2011 was a great day in the history of The College of New Rochelle. Not because it was the day of my Inauguration but because it demonstrated so well the strength and vitality of The College of New Rochelle Community — now 108 years strong. As I looked out on the sea of faces gathered in The Wellness Center that day, I was energized by all that they represented, both how far we have come as a college and all the possibilities that lie ahead of us as we move this College forward into its second century. I was also profoundly grateful to so many.

To the Board of Trustees for entrusting me with this hallowed position and the immense responsibility to protect the College's mission, while continuing to advance the College to meet today's challenges;

To my predecessors, the 12 presidents of The College of New Rochelle, who have handed over to me a college rich in values and traditions;

To the faculty and staff of the College for their support of me in the months since my presidency was announced and particularly since July 1 — together I am confident we can accomplish great things;

To the alumnae/i, who through their lives and their work demonstrate so well the benefits of a College of New Rochelle degree — so many have shared their congratulations and good wishes for me both in person and through their kind notes since I took office, and I was pleased to welcome back a large group to participate in the inaugural activities;

To the students — you make me so proud every day;

And to the Ursulines — in my inaugural address, I spoke of how the success of this College is the direct result of their vision, sacrifice, and dauntless perseverance to a faith-filled education, and I mean that from the bottom of my heart.

Words cannot truly express the deep feelings of appreciation I have for all who have brought us to this moment of strength and will continue to propel us forward together as a community. The College of New Rochelle is much more than just the President. It is a community, and it is through The College of New Rochelle Community that we will find success.

Thank you.

*Judith Huntington*

Judith Huntington  
President



# JUDITH HUNTINGTON

## ASSUMES THE *Presidency*



On July 1, 2011, Judith Huntington assumed the presidency of The College of New Rochelle, the first lay woman president in the history of the College. She brings to her new role ten years of experience as the Vice President for Financial Affairs. While vice president, she oversaw the completion of the \$28 million LEED-certified Wellness Center and achieved positive operating results for the College, while weathering enormous financial challenges brought on by the collapse of the U.S. economy. *Quarterly* magazine had the opportunity to sit down with President Huntington to discuss her new role and her vision for the future of the College.

**How did you first come to CNR and what attracted you to the College?**

My history with CNR goes back 20 years. In fact, The College of New Rochelle was one of my first clients while working for KPMG, one of the “Big Three” accounting firms.

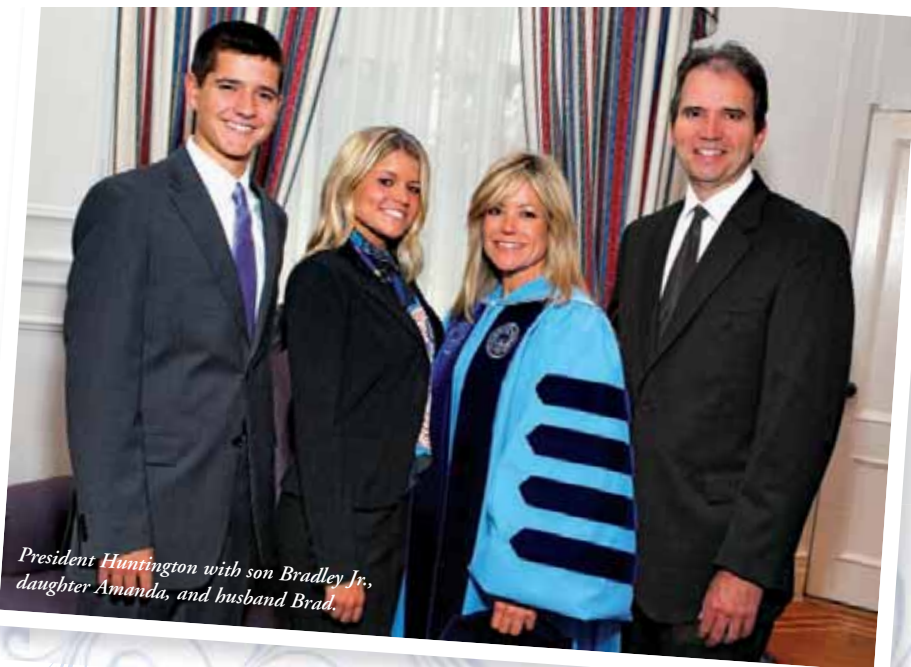
I served as the College’s outside independent auditor for 10 years, and when CNR’s then-Vice President for Financial Affairs, Walter McCarthy, announced his retirement, the College approached me about assuming his position.

At that point I had been with KPMG for 15 years, and they had just invited me to join the partnership in the New York office – at a time when very few women were making partner. But I had always felt myself drawn to the College, so when the opportunity presented itself I decided to take some time and really think about why I would make such a major career change.

And what it all came down to were values. While my career at KPMG was both professionally and financially rewarding, CNR was all that plus personally rewarding and fulfilling. KPMG offered a prestigious and lucrative career opportunity, and I loved my work there. I had tremendous respect for the firm and admired the professionals I worked with. But I looked at the values the College offered, a strong sense of community, the power of education, and in particular educating women to empower them to become leaders. Teaching women to be independent, analytical and critical thinkers was so important to me.

Plus I simply love the campus community. Over 10 years as its auditor I’d come to know the College so well. I got to know wonderful people, including Presidents Sister Dorothy Ann Kelly and Steve Sweeny, and I could picture myself working here.

So I have the perspective of both an external independent auditor, someone from the outside looking in, and then 10 years as CNR’s chief financial officer. Both roles, I think, have prepared me well for my new role here.



*President Huntington with son Bradley Jr., daughter Amanda, and husband Brad.*

**What makes CNR unique?**

First, our core values, especially our commitment to educating women. We do have three co-educational schools along with the School of Arts and Sciences, but throughout all these schools we put particular emphasis on women’s education.

It is from CNR’s Catholic tradition and Ursuline influence that we derive our commitment to empowering women, educating women and developing women as leaders, as well as our commitment to social justice and to service. It’s critically important for students today to understand that they have a larger role in society, and part of that role is giving back.

The liberal arts are the cornerstone of the education that we offer. And particularly in the School of New Resources, we hold a deep a commitment to access. We work to ensure that bypassed populations can benefit from the same quality education that others have benefitted from. We do that by keeping the tuition pricing at affordable levels and providing the education where they live and work at times when it’s convenient for them. We educate a lot of adults, and we do an exceptional job in delivering that education in a way that’s conducive to their learning styles and lifestyles.

When you put that all together, it makes us very unique; and our story is very compelling.

**What other special qualities does CNR offer?**

One important aspect is that we operate very much like a university. We can’t call ourselves a university in New York because we don’t offer Ph.Ds in three distinct disciplines. But with four Schools and five deans, we are structured like a university and enjoy the benefits of a university model.

This allows us great flexibility with our programs, and in reaching different student populations and demographics. It also allows great financial flexibility in navigating the College through tough times – if one market segment is being challenged, another market segment can provide strength. The School of Nursing, for example, has shown robust growth over the last seven years and continues to demonstrate market strength and strong demand. In addition, the School of Arts and Sciences as a women’s college is also a market niche.

From sitting in on classes and meeting with students over the years, another unique quality I see is the very strong bond between faculty and students – small classrooms, one-on-one discussion, a lot of dialogue between teacher and student. And our faculty is outstanding – totally committed to our mission, to their disciplines, and to delivering a quality education.

And then there is the campus itself. It’s the best of both worlds. We are in

*(continued on page 4)*





a beautiful residential community but just 30 miles from New York City. It's a lovely combination of traditional collegiate architecture and outstanding modern facilities like The Wellness Center. So it offers so much, it really does. Plus we offer five convenient campuses right in New York City.

**What educational skills do you see as essential for CNR students as preparation for the workplace and life in general?**

The ability to think analytically and critically is at the core of a liberal arts education. Communication skills also are absolutely essential, both written and oral. In any field you enter, whether it's business or finance, nursing or teaching, you must be able to write and speak clearly. You must be able to stand in front of a group and present your ideas clearly and succinctly.

But I think students today – between texting, tweeting, and Facebooking – have developed some unfortunate communication habits that are impersonal and lack formality, which I'm afraid could spill over from their personal to their professional lives. So they need to be fully educated about formal writing, when to use it and when not to use informal abbreviated communications that would have been more effective face to face.

Students also need to be open to a variety of disciplines. I think many students entering college have an idea of what they want to do, but at CNR they will be exposed to ideas from so

many different areas. And it's important to be open to those new ideas. That's the value of a liberal arts education.

**As the first lay woman president of the College, do you see yourself as a role model for young women graduating from CNR?**

I hope so. But what I hope they would look for in any role model is someone who can think critically and independently, is well educated in his or her field, and has a diverse work background.

I think you gain from every work experience, and I can go back all the way to when I was a receptionist in a doctor's office and just learning how to interact with people, which is so important. Every work experience collectively prepares you for the next, whatever it may be.

So it's vital to develop your work experience, be an independent thinker, and invest in your education. A good education can never be taken away from you, and you'll be better prepared for any turn your life may take.

**What are some of your proudest accomplishments thus far at the College?**

The Wellness Center is the first that comes to mind, because it was the most significant investment we've

made in a building in more than 40 years, and an unusually challenging project for many different reasons. It is also a green building, achieving LEED silver certification. Sustainability and our impact on the environment are of high value to our faculty, the community as a Catholic institution, and academia in general.

First, we worked to take a very large building in terms of square footage and make it appear much smaller, so it would not impose on the campus or on our neighbors. We worked very hard to ensure that a very modern building in look and style would integrate with a traditional collegiate gothic-style campus. And while it was an expensive endeavor, we worked to ensure we could meet that cost in a financially feasible manner. Financing can be stressful in any economic environment, and we were so fortunate we got ours in place a month before the 2008 U.S. economic collapse.

Being directly involved with the contractors was a completely new experience for me. I went to every single contractor meeting, every single week for 18 months, and I think they were a little bit surprised that I would be so engaged, checking every change order and reconciling every payment request. I was really, *really* involved – but I had to be, because I had to protect the rights of the College. My job was to make sure that we got everything we



*Leading an Executive Team meeting*

purchased and that every part of that contract was upheld.

Fortunately, we worked with an architectural firm that understands our institutional values, our culture, and what we need. What was delivered was a spectacular building, and I'm so proud of the way it turned out. Former President Sweeney really first set the bar with his vision of what this building should deliver to serve generations to come.

#### **What other accomplishments most come to mind?**

I'm also very proud to have continued the legacy of my predecessor, Walter McCarthy. He was so committed to financial stability, and imparted that ideal to the Board of Trustees and the entire College Community.

In my 10 years as financial officer we were able to produce positive financial results – which in fact we have now produced for more than 35 consecutive years and which I know we will continue into the future. We are a Moody's investment-grade rated institution, a status few small private colleges can claim.

So the ability to operate through one of the worst economic disasters since the Great Depression is something to be proud of. I certainly don't take full credit, because I joined a community that truly understands the value of prudent financial management, and we get high marks from our credit rating agency as a result.

The financial success of the College isn't due to one single person. It wasn't just Walter and it wasn't just me. It's the entire College Community believing this is a high priority and willing to sacrifice when needed. It's leadership from a strong Board of Trustees, absolutely committed to sound financial management. It's much the same as with The Wellness Center – it takes an entire team of people to make it all happen.

#### **What can the College expect from you in terms of management style?**

I think you're going to find I'm completely open, transparent and to the

point. I have a lot of energy and I'm not afraid of a challenge. I love the job already, and the variety of work that hits my desk.

I embrace change but not just for the sake of change. I do support change that is purposeful, thoughtful, and deliberate. But it must be within the context of our mission and our core values. I enjoy the opportunity to move the institution forward, to do new things, to think and act creatively and innovatively. I'm surrounded by people who are really energized and excited about change, about growth, about new initiatives. So for me that comes very naturally.

The very first thing I did as president was spend a two-day retreat with the vice presidents. First we talked about team-building – how we function together as an executive team, what works, what doesn't, what you would change, what do you need. The whole premise for the first day was for us to feel free in expressing our thoughts and opinions, to have open and honest communications and above all trust.

The second day focused on strategic planning. It was totally out of the box – not considering cost or funding, what are your top priorities? Of course, we have about 50. But it was an opportunity to hear what our vice presidents would change if they could, to move the institution forward, regardless of funding.

There were some great ideas, and as the two days ended we felt more energized than ever by the potential we saw, working in the context of a 108-year-old institution with a solid foundation and a great set of non-negotiable core values.

So above all I encourage free dialogue and conversation. I value input. I've learned to become a listener (even though I'm doing all the talking here). Listening is so critically important because we have very skilled and

talented people who are experts in their areas, and I need to hear their opinions. And that's not just at the VP level – the innovative ideas of the faculty and staff have to make their way to the executive team. That's very, very important for our growth and strategic planning.



*At a dinner at St. Joseph's Seminary with Archbishop Timothy Dolan and CNR Chaplain Joseph Flynn*

#### **What are some of your top priorities?**

Right at the top I would put an emphasis on student-centeredness. The students are the center of our universe, so we'll be taking a lot of steps to improve their experience, on this campus and all our campuses.

We have to deliver on student-centeredness in every corner of the institution, whether it's security when you first come in and pass through that booth, all the way to the day when you shake my hand and receive your degree, which will be hand-signed by me. The entire process must be centered on students and fulfill our commitment to student service.

It has to happen at every level. When you have a question, you need somebody there at the other end of the phone to answer courteously. There are stressful times in everybody's lives. Paying for college is stressful. Just getting registered, scheduling your courses, buying your textbooks, all these little things can be very new for a student. So we've got to be patient and treat every student as if he or she is our very first.

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At Alumnae/i College I was especially impressed with Mary Sommer Sandak, who is a Connecticut superior court judge and gave the keynote address. She talked about treating every person who came before her in court as if they were the only person she was seeing that day. Although she may have heard the story a thousand times, everybody got her full attention as if she was hearing it for the first time.

Treating everyone with that same level of dignity, respect, and courtesy is part of who we are as a women's, Catholic institution, grounded in the Ursuline tradition. It's a transcending value through all our Schools, through the entire institution, and is at the very essence of student-centeredness.

During my year as President-elect, I met with Agnes Neill Williams SAS'51 and I asked her what she felt was the most important consideration during a presidential transition and she put it very simply, "building bridges," meaning building relationships with alumnae, donors, trustees, faculty, students. Given her vast higher education board experience (at CNR, Holy Cross, and Georgetown), I took her advice very seriously and shaped my transition year with this advice very much in mind.

### **What are some of your other key priorities?**

It is important that we continue to promote the mission and identity of the College as a Catholic university that is inspired by the Ursuline tradition, is grounded in the liberal arts, and that places a particular emphasis on women's education and access. I think we need a serious strategic plan, a Board-driven strategic planning process that involves the entire institution. That will help prioritize for me what I think are 50 great ideas and put them into a tactical plan for the next 10 to 15 years.

We also need a master facility plan. We have this beautiful campus here, and we have five campuses in New York City, one of which we own, the John Cardinal O'Connor Campus. What is the best collective use of those facilities for the future of the College, taking into consideration what the strategic plan tells us? So we will need those two plans almost simultaneously, because one drives the other. Both will be supported by a multi-year financial plan and a feasibility study of the next phase of the Capital Campaign.

As I emphasized before, another priority will be technology, which I expect both the strategic and facility plans will point to as an area for

serious investment. And of course all this will support enrollment management in each of the four Schools.

In meeting all these goals, my working relationship with the Board of Trustees will be vitally important. I have a very engaged, supportive, and generous Board, and an especially high priority for me will be getting their input on our strategic initiatives. I had a retreat with the trustees in April, with an outside facilitator from Harvard University, and we talked about good board practices, good board process. They're brilliant, they understand The College of New Rochelle, and they care deeply about it.

### **What are some of the challenges ahead for CNR as well as for higher education as a whole, particularly in terms of finance?**

First let's talk about higher education as an industry. With the exception of a few highly endowed institutions, Moody's, the credit agency which regulates some 1,400 colleges and universities, sees the outlook for higher education as a sector as negative. That's because it is fraught with so many complex issues at this time, driven by unprecedented U.S. and global economic challenges.

The decline in equity markets had an enormous impact on endowment funds. In addition, the crash of the real estate markets has made it difficult for some families to pay for college because of loss of personal net worth, parental wealth, and the ability to use home equity as a source of financing, and as personal net worth has diminished, philanthropy has also softened.

The weakened economy and rising unemployment have resulted in a shift in consumer behavior and perceptions and people are spending less. There is also more skepticism about the value of a college education because of parents' and students' anxiety about affordability, future employment, and worries over accumulating student debt.

But other challenges exist along with the financial. Higher education is



*With Agnes Neill Williams SAS'51*



*Speaking with Executive Vice President Ellen Curry Damato*



constantly being challenged by new regulatory requirements and policy mandates at the state and the federal level. There is intense pressure on colleges and universities to defend the rising cost of tuition.

And we have demographic challenges as well. The college-bound population is actually declining in the Northeast, and the number of college-bound women willing to go to a women's college is now only two to three percent.

The landscape of higher education has become much more competitive overall, meaning we must be able to deliver – and at CNR we do – top-quality academic programs. And we must constantly re-evaluate what we offer, to make sure we're meeting student needs.

#### **How has CNR managed to weather the financial storm of these past few years?**

Despite the problems industry-wide, at The College of New Rochelle our endowment fund is in great shape. In fact, it's at its highest level ever.

Why? We have very sound, prudent investment policies. We have a very conservative Board. And when the downturn hit, we were carefully invested in a handful of U.S. and overseas stocks hand-picked on very solid criteria – a strong market niche, good cash flow, little debt, good operating margins, and strong management.

We also had fixed-income holdings which helped offset the decline in stocks. And we were not involved in hedge funds, alternative investments, or anything else that might be considered risky for our institution. So we really have rebounded wonderfully as the U.S. markets rebounded.

Operationally, we made it through the financial crisis with positive results and maintained our Moody's investment-grade rating. We had to reduce expenses, no question – but we managed that without laying off a single staff person. I credit President Sweeny for making that decision consistent

with our College's core values, including the emphasis we place on community, and I wholeheartedly embrace those same values.

#### **In the next 10 years, what needs must CNR address in terms of new buildings?**

Academic buildings are a priority. Now, this is something that would specifically be addressed in the strategic and master facility plans. But in knowing the campus for 10 years and having done a deferred maintenance study two years ago, I do think academic facilities are a primary importance – updating classrooms and labs and perhaps a new building.

Next, I'd probably prioritize residence life. For students to enjoy the full college experience here on campus, it's important that their residence hall be equipped with new facilities, from bathrooms to kitchens to technology, and also just space that's conducive to studying and learning, individually and in groups. We've done some of that, for example, for students in the Honors Program, where they have living and learning communities within the residence halls.

#### **What are your thoughts about expanding in areas such as distance learning?**

I do think it has a future and a place, provided that it's done very carefully and deliberately, in a way that ensures we are delivering the same high quality education to our students. We currently are piloting and testing out a hybrid delivery system, combining online with classroom time, which I think has a lot of merit. But it must be borne by the faculty in terms of what courses are appropriate for online learning and faculty must be trained and prepared. Not every single course can be delivered online in a way that will uphold our criteria for academic excellence.



*During Family Weekend with SAS  
Dean Richard Thompson &  
SN student Francine Gopaul*

To support student retention, some of our administrative systems also must be expanded and upgraded. So I look at technology as having both an academic piece and an administrative piece. And it has to be developed seriously, with a lot of study and evaluation and a critical look at what we're doing. That's a process we've already begun.

#### **What are your enrollment goals for our Schools?**

There's growth potential in every School. In Arts and Sciences we're looking for a sustained enrollment of incoming freshmen who meet the very high academic standards we set and the ability to retain these students. So we're really looking for serious growth there, and we're also actively recruiting athletes.

In the School of Nursing we have grown exponentially over the past seven years and have a very full complement of students right now. And you can't just take in more students without being 100 percent certain you can serve them at all levels of their academic career. Providing clinical placements, for example, is one crucial point we must be able to deliver on. So there are some limitations on how fast and far you can grow in the School of Nursing. But there are pockets and segments there that do offer great potential, such as the RN to the

*(continued on page 8)*

BSN population, the second degree programs, certificate programs, and the graduate program. There's also certainly room for growth in the Graduate School across the board.

In the School of New Resources, we are committed to providing educational access at each of our six campuses, to keeping these students enrolled and addressing their barriers to education. But right now that student population is being challenged by reduced financial aid and new regulatory requirements limiting their access through the ability-to-benefit test. So we must find ways that ensure these students have access to the liberal arts degree we offer at SNR. I really do believe there's an opportunity to offer aid to these students to help them overcome financial obstacles, and provide them with the services and skills they need to successfully persevere through graduation.

So each of the Schools has great opportunity for growth, not only through new student recruitment but also through retention. We need serious initiatives at each of the Schools to retain our students.

**What about outside partnerships, the growing need to position the College in the outside community, not just in New Rochelle but around Westchester County?**

There are serious opportunities to work with various groups across Westchester County and beyond to deliver our education and at the same time bring value to our students.

Through the School of Nursing, for example, there are opportunities to partner with every hospital in Westchester – delivering our educational program to them as they provide clinical placements for our students.

It could be internship programs. That's something we're considering at the School of New Resources, partnering with a foundation to provide funding so our students can intern and start to get practical work experience.

There's also the opportunity to work with the superintendents at

Westchester's schools and counselors at all the high schools. I think we will be doing a lot of partnering, bringing groups to our campus where we can demonstrate the expertise and skill that we have here and show what we're able to deliver on. People are always surprised and impressed when they come to this campus – not just by its beauty but by what we offer and by the expertise of our faculty.

**How can we maintain a sense of unity among such a diverse student body, spread out over six campuses?**

When I talked earlier about going to each of the campuses and meeting with the instructional staff, one high priority that emerged for me was their interaction with the campus here in New Rochelle. So many of our students, especially now that we have graduation off-campus, never get a chance to visit the New Rochelle campus.

This is *their* institution, and I want them to have access to our library, our Wellness Center, and the academic lectures we offer. I also want them to have access to career counseling and all the other services here. So we may need to provide transportation or encourage the instructional staff to use our facilities more. It's a very high priority because this is their alma mater and we have so much here to offer.

And it works both ways – I need to take my presence out to the campuses. It's not just having them come to New Rochelle. It has to be a two-way street.

**How would you sum up your overall game plan? What do you hope to achieve for the College?**

My first hope for The College of New Rochelle is that as a community we continue to embrace who we are, those non-negotiable values we've talked about today. For me it's so important that we not lose sight of who The College of New Rochelle is today, that we move the institution forward but always within the context of those non-negotiable values.

So if I had to really sum up my hopes for The College of New Rochelle, it is to see it grow and prosper, remain financially healthy as it is today, to continue on its mission but to grow in each corner of the institution, and to become more student-centered in every corner of the institution.

It doesn't matter to me if we have the exact same number of students as we have today. But as long as we can deliver on our student-centeredness and improve our student service, I feel I will have accomplished a lot. ■





# EXECUTIVE LEADERSHIP DRIVES *Transformation*

BY LENORE BOYTIM CARPINELLI SAS'89

Driving the College's strategic agenda with President Huntington, as the CNR Executive Team, are six vice presidents representing key areas of the College. This impressive group of accomplished women and men have amassed a wealth of achievements during their varied years of service to the College and bring both the perspective of long-standing history and a new, fresh outlook to their roles, a crucial combination that will ensure that the College remains true to its traditions while transforming itself to meet the needs of today's students and be well positioned for the future. *Quarterly* magazine asked each of the vice presidents to share some of their strategic initiatives.

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## DR. ELLEN CURRY DAMATO

*Executive Vice President*

As Executive Vice President, Dr. Ellen Curry Damato oversees government relations, college relations, and technology. According to Dr. Curry Damato several initiatives in technology are underway, including providing a secure and robust infrastructure for all administrative and academic initiatives of the College. In addition, the College is engaged in appropriately embedding e-learning into courses and programs in each School as well as moving towards more hybrid and online courses. The College is also exploring additional ways to use cloud computing beyond its current use for e-mail, says Curry Damato, who joined the College in 1995 as Assistant Vice President of Academic Affairs and later became the Executive

Assistant to the President, before taking on her current role in 2001.

"As we move forward in the digital age, college relations is continuing to take advantage of the myriad opportunities available in web communications to create a more dynamic website, a vibrant social media presence, and build on the success of the online advertising program to further support recruitment efforts," explains Curry Damato, who began her career as a science and math teacher and holds a Ph.D. in science education from New York University. "In addition, because funding from both the federal and state governments is so essential to CNR students, government relations continues to monitor government actions while increasing efforts to raise the awareness of our legislators of the tremendous financial need of our students."

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**DR. DOROTHY ESCRIBANO***Senior Vice President for Academic Affairs*

As the chief academic officer since 2007, Dr. Dorothy Escribano oversees the College's four Schools, Gill Library, enrollment management, registrar, the Center for Academic Excellence, Center for Educational Policy and Practice, institutional research, district and college partnerships, and wellness education. Addressing emerging trends and meeting the educational needs of today's students within the context of the College's mission are the major focus of Academic Affairs, where initiatives are underway across the four Schools.

The School of Arts & Sciences will enhance its internship programs utilizing the College's network of alumnae/i to ensure that every student has the opportunity for pre-professional experiences. Internships are also being explored in the School of New Resources to enhance the 30-credit sequence of pre-professional courses now being offered in criminal justice, social work, business, and health care administration, explains Escribano, who spent 12 years at Worcester State College, as a faculty member in the Department of Languages and Literature, as Associate Vice President for Academic Affairs, and her final year as the College's interim Vice President for Academic Affairs.

"Several new partnerships have been formed by the School of Nursing to continue to bring the School's undergraduate and graduate program onsite and to position the School to meet the future trends in health care," says Escribano, who holds a Ph.D. in Hispanic studies from Brown University. Among them are the establishment of the RN-BSN program for junior public health nurses in the DC-37 union at the College's DC-37 Campus and the exploration of a doctorate in nursing practice being offered at CNR through a collaboration with St. John Fisher College in Rochester, to address the approaching requirement for nurse practitioners and other advanced practice nurses to hold a practice doctorate. The School of Nursing is also developing new clinical education models with our health care partners. According to Escribano, "In times of recession, graduate students often are drawn to careers in the helping professions, and the Graduate School is well prepared to meet that need" with a master's in public administration and master's in marriage and family therapy, and an advanced certificate in autism in the final stages of New York State approval.

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**KEITH BORGE***Vice President for Financial Affairs*

Appointed in 2010 as Vice President for Financial Affairs, Keith Borge brings many years' experience in financial affairs to the position, including more than 25 years as controller and more than two decades as an evaluator for the Middle States Commission on Higher Education. "Our strategic agenda and future initiatives start with the College's mission," says Borge, who is also an active participant in the National Association of College and University Business Officers, serves on committees of the Eastern Association of College and University Business Officers (EACUBO), and has served as Chair of the EACUBO Financial Review Committee. As a tuition-dependent institution, providing access to education is critical, explains Borge. "With a student-centered focus, our goal is that every student obtains the financial aid they are entitled to, and this then builds to a continual strengthening of our financial resources and improvement of our financial position."

To support the College going forward, a College-wide master facility plan is also being developed and will be integrated with a financial plan. According to Borge, who holds an M.B.A. in finance from Long Island University, "This allows us to prioritize investment in academic facilities and those facilities that support our students."

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**DR. JOAN BAILEY***Vice President for Mission & Identity*

For more than 35 years, Dr. Joan Bailey has served The College of New Rochelle, first joining the School of New Resources DC-37 Campus as Assistant Director in 1975 and moving on to hold numerous positions at the school level and later in Academic Affairs. In 1997, she was appointed Senior Vice President for Academic Affairs, the chief academic officer of the College, and stepped down after ten years to take on a newly created role focusing on mission & identity.

"While every member of our College Community has responsibility for ensuring the vitality of the College's mission, creation of the Office of Mission and Identity in 2007 provided presence and intentionality to institutional support for the mission as our foundation," says Bailey, who rejoined the College's Executive Team as Vice President for Mission and Identity in 2009 and holds a Ph.D. in philosophy from Yale University. Since taking on her new role, Bailey has



sponsored and shared numerous programs and activities in support of the mission. "These programs are designed to educate, motivate, and inspire understanding and commitment to the Ursuline Catholic values, which inspired our founding, sustained our growth, motivated innovative forms of higher education and accompanied this community for the past 108 years. The mission and identity of CNR is not 'finished' nor 'complete' but rather is being shaped by each of us as we exercise our responsibility and contribute creative and innovative ideas from our shared values and our identity as a Catholic, women's, liberal arts college."

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### **BRENNA SHEENAN MAYER**

*Vice President for College Advancement*

As Vice President for College Advancement since 1990, Brenna Sheenan Mayer is responsible for the College's alumnae/i relations and fund-raising programs and in that role has overseen the successful completion of two major capital campaigns to renovate Gill Library and build The Wellness Center that collectively generated more than \$78 million in revenue for the College.

"Our goal in College Advancement is to continue to help students and alumnae/i understand the enormous transformative impact their support and involvement have on the future of the College," says Mayer. Continued emphasis will be placed on strengthening the Annual Fund by encouraging participation and focusing on the growth and expansion of The President's Circle, CNR's leadership giving program. Also, explains Mayer, who brought extensive experience with the United Way of Tri-State and the United Way of NYC to her role at CNR, the hiring of an experienced director of corporate and foundation relations will allow for the development of more strategic and deliberate corporate, foundation, and government revenue streams to enhance technology, scholarship, and new program initiatives. "We are also seeking new funding partnerships for each of the four Schools and the library and expecting to expand planned giving marketing to insure that this growing source of support continues into the future. Bequests are a vital revenue stream for CNR." Because many of the strategic initiatives underway or proposed at CNR will require financial support, it is important that the feasibility and implementation of the next capital campaign be aligned with institutional priorities.

An active member of the Council for Advancement and Support of Education, the New York Women's Agenda, and New York Women in Development, Mayer also shared plans to improve alumnae/i pro-

gramming and communication by encouraging graduates to provide updated contact information more regularly and to enhance communications with them through a well implemented and monitored social media program.

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### **DR. COLETTE GEARY**

*Vice President for Student Services*

The newest member of the Executive Team, Dr. Colette Geary came to The College of New Rochelle in 2010 from Manhattan College, where she was the Dean of Students. In her current role at CNR, she oversees student development, intercollegiate athletics, The Wellness Center, campus ministry, health services, and counseling and career services. "I feel so fortunate to be part of a highly collaborative and cohesive leadership team," says Geary, who holds a Ph.D. in clinical psychology from SUNY Stony Brook. "Our president cultivates excitement through synergy – by exploring fresh opportunities for creating partnerships across the six divisions to support and advance College-wide priorities."

Currently, Student Services is undertaking initiatives linked with enrollment management and partnerships that target student engagement and success. "One example of this is the development of a well-articulated model for the Living-Learning Communities, which will provide students with meaningful learning experiences outside the classroom that are relevant to their academic curriculum," says Geary, who has had extensive experience in counseling and psychology as Director of Counseling and a member of the graduate faculty at Manhattan. Maximizing the potential of The Wellness Center, the recruitment of student-athletes that would be a good fit for CNR has become a key agenda for the coaches and athletic administrative team and recreation, and intramural offerings are being expanded to encourage non-athletes to enjoy the benefits of The Wellness Center.

In addition, the College is undertaking a serious and objective review of how student services and programs respond to the contemporary needs and preferences of CNR's diverse student body. "President Huntington's emphasis on placing students' welfare at the center of decisions sends a strong message to the CNR Community that reminds us to be continually vigilant and responsible to what is most supportive of student needs. We anticipate that in all corners of the College, our efficiency and effectiveness in promoting student success will be strengthened in many new ways as a result." ■

# *Judith Huntington*

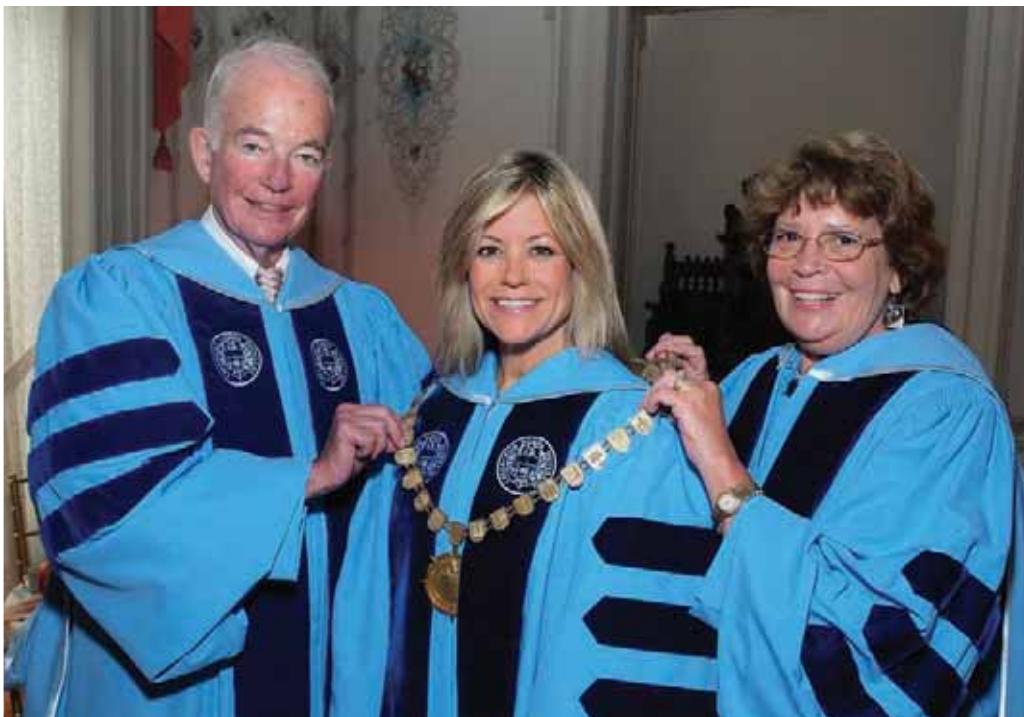
INAUGURATED AS  
13<sup>TH</sup> PRESIDENT *of*  
THE COLLEGE OF  
NEW ROCHELLE

Thirteen was far from an unlucky number on Friday, October 14, 2011, when Judith Huntington was officially inaugurated as the 13th President of The College of New Rochelle in a ceremony held in The Wellness Center, the \$28 million building she oversaw construction of during her tenure as Vice President for Financial Affairs.





Past President Stephen Sweeney (left) and past Board Chair and Trustee Mauro C. Romita



Judith Huntington received the Presidential Chain of Office from Board Chair Michael Ambler and Trustee Elizabeth LeVaca (right)

During the ceremony, the presentation of the symbols of office – the Charter of the College, Key to the Castle, and the Presidential Chain & Lavalier – to President Huntington was met with much applause from the crowd that represented all areas of The College of New Rochelle Community – faculty, staff, students, alumnae/i among them.

#### Tradition & Transformation

President Huntington expressed her gratitude to many as she delivered her inaugural address, most notably to the Ursulines and St. Angela Merici, who served as the inspiration for the inaugural theme “United and Strengthened by Mission.”

“Drawing from a strong sense of faith, St. Angela led resolutely, confidently, and innovatively – firm yet gentle, inviting and encouraging, never pressuring others to follow, leadership qualities that I have come to admire and respect.

“These same qualities inspired Mother Irene Gill to establish this College for women in an age where women didn’t have the right to vote, yet, she believed, were entitled to an education of the same, if not better, quality as their brothers.

“The tension and dialogue between these two parts of the Ursuline legacy – tradition and transformation – continues to shape The College of New Rochelle today.”

She went on to share her vision for The College of New Rochelle, outlining key initiatives the College must address to meet today’s challenging environment.

“There is new skepticism about the value of a college education driven by parents’ and students’ anxiety about affordability, future employment, and worries over accumulating student debt. While the economic challenges may seem daunting, they also provide the necessary impetus for

PRESIDENT HUNTINGTON EXPRESSED HER GRATITUDE TO MANY AS SHE DELIVERED HER INAUGURAL ADDRESS, MOST NOTABLY TO THE URSULINES AND ST. ANGELA MERICI, WHO SERVED AS THE INSPIRATION FOR THE INAUGURAL THEME “UNITED AND STRENGTHENED BY MISSION.”

us to change, adapt, and innovate. Clearly, the challenges cannot be ignored and standing still is not an option,” she said.

While stressing the importance of change that is purposeful and thoughtful and made within the context of “who we are and have been for 108 years,” President Huntington said that to meet these challenges the College will embark on an institution-wide strategic plan supported by a fully integrated master facility plan and financial plan to determine where it will be in the years ahead.

She will also stress a “student-centered” approach. “We must place students at the very center of our decision making and provide them the education, resources, and skills they need to become successful,” she said.

She noted that the College must expand its academic programs, diversify its revenue sources, and utilize all aspects of technology to deliver education in an e-learning environment.

*(continued on page 14)*



*Above left: Dennis Ryan, Professor of Religious Studies, leads the academic procession ■ Top middle: At the President's Circle reception: Jaclyn Reynolds SAS'12, Ginny Hartcorn Fortney SAS'40, Jacqueline McCloud, and Shiyon Mathew ■ Bottom middle: Among the attendees at the Inauguration were Mother Cecelia Wang, Prioress General of the Order of St. Ursula (left) and Mary Sullivan, OSU, Provincial Prioress of the Eastern Province (second from left) ■ Above right: The inaugural events began with a liturgy in Holy Family Chapel*

**WHILE THE ECONOMIC CHALLENGES MAY SEEM DAUNTING, THEY ALSO PROVIDE THE NECESSARY IMPETUS FOR US TO CHANGE, ADAPT, AND INNOVATE. CLEARLY, THE CHALLENGES CANNOT BE IGNORED AND STANDING STILL IS NOT AN OPTION.**

"By doing so, the College will be better insulated from volatile market conditions. It will improve our competitive position, economies of scale and brand recognition, and broaden our geographic reach," she said.

Social justice will remain a prevailing theme in educating students at The College of New Rochelle. "Central to our mission and at the core of both social justice and our Catholic identity is providing access to education for all those who were previously denied or prevented from pursuing a degree. We pride ourselves for the richness this diversity brings to our community," she noted. "We also pride ourselves on our continued commitment to women's education and recognizing women's achievements."

#### **Greetings from Many**

The inaugural celebration began on Thursday with a liturgy, followed by a reception for special friends of the College at Glen Island Harbour Club in New Rochelle. More than 1,000 gathered for the Inauguration on that rainy Friday

that required umbrellas to be raised for the procession across campus but failed to dampen the enthusiasm for the memorable day. Delegates of nearly 50 academic institutions from across the country led the procession, with Yale University the oldest institution represented. Among those in attendance for the Inauguration were Mother Cecelia Wang, Mother General of the Order of St. Ursula; Archbishop Francis Chullikatt, Permanent Observer of the Holy See to the United Nations; New York State Senator Suzi Oppenheimer; and Westchester County Clerk Timothy Idoni.

New Rochelle Mayor Noam Bramson brought greetings from the City of New Rochelle.

"On behalf of all 77,000 residents of New Rochelle it is truly my pleasure to join in this celebration of an institution that is one of the pillars of our community and whose history is so deeply interwoven with our own... This is a better city because The College of New Rochelle is a central part of it."

Greetings were also shared from representatives of higher education, the Order of St. Ursula, alumnae/i, faculty, staff, students from each of the four Schools, and speaking on behalf of President Huntington's family, her sister Joanne Cascione Indriolo. *(Read the inaugural greetings on page 22.)*

"As I stand before all of you here today, I now proudly stand in the shadow of my little sister, Judith Huntington, as she becomes the 13th President of The College of New Rochelle," Indriolo said. "Congratulations, Judy. And congratulations to The College of New Rochelle." ■



**Watch the video of the Inauguration & the Inauguration highlights video on the College's YouTube Channel - CNR1904.**



# Symbols of Office

During the Inauguration, President Huntington was presented with three symbols of office.

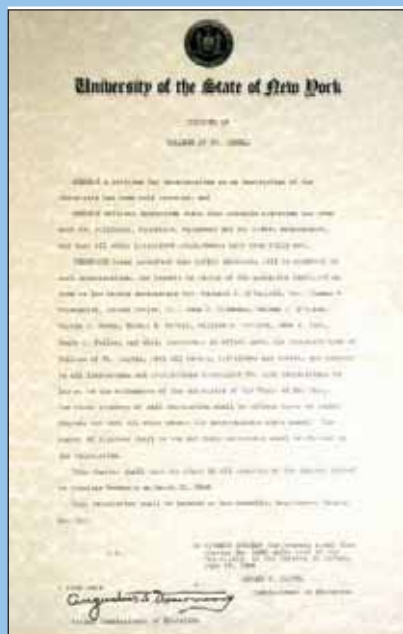


## The Presidential Chain & Lavalier

The tradition of a Chain of Office goes back to the colorful life of the integrated town-community in the Middle Ages. Continuing this tradition, the presidential chain of The College of New Rochelle incorporates four images – the Castle, the Chapel, the book and torch, and the laurel tree. The Castle, where the College was founded, represents the president's administrative responsibility and authority and reminds us of the traditions of the College. The Chapel represents the

religious heritage of the College.

The book and torch are images borrowed from the College seal. The open book symbolizes the high learning and scholarship fundamental to the College's institutional purpose. The torch symbolizes the faith that guides us in our search for truth and value. The laurel tree, the central emblem of the Ursuline Order, reminds us of our founders. The Lavalier is the seal of the College, itself symbolic of the College's high values and ideals.



## Charter of the College

On June 27, 1904, the Charter of the College of St. Angela, as the College was known when it was founded, was issued and New York State claimed its first Catholic college for women. Unlike the draft of the charter which lists two men and three Ursulines, including the College's foundress, Mother Irene Gill, OSU, as the members of the Board of Trustees, the final charter lists a first Board of ten members, all men. No Ursuline names appear, since at the time, women could not have their names on such a document of incorporation.

On March 31, 1910, a significant amendment to the Charter occurred at the initiative of Mother Irene. Alerted that another group might apply for a Charter to incorporate a rival institution, to be called The College of New Rochelle, Mother Irene petitioned the Board of Regents to change the name of the College of Saint Angela to The College of New Rochelle. The local support and identification already achieved by the young College was too precious to be lost to a newly created competitor. The Regents acted favorably upon the petition and Saint Angela's moved ahead as The College of New Rochelle.



## Key to the Castle

The Key to the Castle has a dual meaning. The Castle, where the College was founded, is the seat of the presidency. This key is intended to be symbolic both of the president's administrative stewardship and educational leadership of the

College. Although a key is an instrument necessary to good management, this key has a larger significance. It is meant to open doors, to unlock, and to liberate.

*Photo left: Trustee Kevin Service presents President Huntington with the key to the Castle*





A



B



C



D



E



F



G



H



I



J

A. The chalice used during the inaugural liturgy was a gift to Mother Irene Gill on the occasion of her 50th Jubilee of religious profession ■ B. President Huntington greets Ellen Mooney Hancock SAS'65 and her husband Jason at the luncheon following the Inauguration ■ C. President Huntington's children, Bradley and Amanda Huntington, brought up the gifts at the inaugural liturgy ■ D. Archbishop Francis Chullikatt, Permanent Observer of the Holy See to the United Nations, also attended the Inauguration. ■ E. President Huntington's parents Joe and Lorraine Cascione applaud at the President's Circle Dinner ■ F. Eileen Egan Burke SAS'59 & Judy Mauser Morris SAS'59 ■ G. Receiving congratulations from Mary Jane Kann Reddington SAS'45 ■ H. Trustee Leo O'Donovan, SJ, Trustee Judy Kenny SNR'82, President Huntington, Camille Romita SNR'77, GS'88, & Mauro C. Romita ■ I. Joanne Cascione Indriolo, President Huntington's sister, shares greetings on behalf of her family ■ J. On the stage during the Inauguration: Rev. Gerald T. Walsh, rector of St. Joseph's Seminary, Trustee Anne Vitale, President Huntington, Board Chair Michael Ambler, Trustee Joan Freilich, and Rev. James Kowalski, Cathedral Dean of The Cathedral Church of St. John the Divine



# *Inaugural Address*

## RESPECTING TRADITION, EMBRACING TRANSFORMATION

During the Inauguration on October 14, 2011,  
President Judith Huntington delivered the following address.

Chairman of the Board of Trustees,  
Mr. Ambler, ladies and gentleman of  
the Board, Mother Cecelia and the  
Ursulines, and the entire College  
Community, thank you for your kind  
and thoughtful words of wisdom and  
advice as I accept the symbols of the  
office of Presidency:

First, the Charter, which I will  
honor, safeguard and treasure;

Second, the Key to the Castle,  
which serves as a reminder of our  
commitment to continue to open the  
doors to education; and,

Third, the Chain of Office,  
reminding me of the sacred traditions  
and values of our academic responsi-  
bilities bound by our Catholic and  
Ursuline heritage.

I am so overwhelmed by your pres-  
ence here today and by the outpour-  
ing of support for The College of  
New Rochelle. I am profoundly grate-  
ful to all of you. Your presence is an  
incredible source of strength and gives  
me great hope, energy, and enthusi-  
asm.

On July 1, I arrived on campus  
with the same feeling of great joy and  
tremendous pride as I had for the  
past 10 years. But something was dif-  
ferent. I was energized by what we  
could accomplish and had a renewed  
sense of optimism for the future of

The College of New Rochelle.

And my sense of confidence in our  
future has as its source the talent,  
skill, and deep commitment to mis-  
sion embraced by the entire College  
Community.

Becoming the 13th President of  
The College of New Rochelle is sim-  
ply a privilege and an honor, and one  
that I assume with great pride, pas-  
sion, and respect for the College's  
mission.

I follow 12 presidents who faith-  
fully carried out the work of this 108-  
year-old institution. And collectively  
they pass on to me an institution  
deeply grounded in values and tradi-  
tions, and a sincere appreciation and  
respect for the value of community.

Last year, on this very day, I  
traveled with a group of Trustees to  
Northern Italy retracing the footsteps  
of St. Angela where she lived and  
worked. During our morning reflec-  
tion the following words from St.  
Angela were shared: "If we all stand  
united in heart...we will be a mighty  
force." For me, those words became  
the inspiration of the inaugural theme  
"United and Strengthened by  
Mission." It is the unity of our com-  
munity that gives us strength to move  
this College forward.

That commitment of unity begins



with the College's Board of Trustees.  
I am grateful for the wisdom, leader-  
ship, and support of the Chairman,  
Mr. Michael Ambler, as well as the  
entire Board of Trustees, who contin-  
ually demonstrate full and generous  
engagement and a deep commitment  
to the College. Thank you for the

*(continued on page 18)*



*JoEllen Vavasour SAS'76, Director of Human Resources, delivers greetings on behalf of the staff*

And to our students: I am so glad you are here today. Over this past year I have come to admire and appreciate your leadership qualities, academic achievements, and strong work ethic. Thank you for choosing CNR. There is no deeper compliment than your decision to choose us over every other institution. You bring life, vitality, and a genuine enthusiasm to learn to the College. And, you make me so very proud.

To the College's friends, devoted alumni, and benefactors, who also walk alongside us, thank you for your support in sustaining the College.

I extend a warm welcome to my colleagues, the delegates, for being here today and representing sister institutions who symbolize our unity in higher education.

A sincere "thank you" from a heart that is filled with deep appreciation to

work and success of your 14 years as President.

After my 10 years at the College as the Vice President for Financial Affairs, I had the privilege to shadow Dr. Sweeny as President-elect for a year. That opportunity offered a new perspective and enabled me to move from the role of a vice president who safeguarded and protected the College's financial health to that of a president who seeks to safeguard and protect the College's mission. How fortunate I was to be mentored through this transition by such an accomplished leader in Catholic higher education. Working with you, Steve, has been inspiring, encouraging, and motivating. Thank you, Steve!

#### **The Ursulines as Visionaries**

The College of New Rochelle has been inspired by the vision of St. Angela Merici, who founded the Order of St. Ursula more than 475 years ago. I would like to extend a very warm welcome and acknowledge the Ursuline Sisters. The success of this College is the direct result of your perseverance, dedication, and commitment to a faith-filled education.

Over my 20-year history with CNR, I have had the pleasure and privilege of meeting and working closely with the Ursulines who have been a source of inspiration for me. Sr. Dorothy Ann Kelly, the 11th President of the College, was one of the first. I was at KPMG at the time and Sr. Dorothy Ann was the President of CNR, one of my clients. Immediately I realized I was in the presence of a strong, determined woman. She was a proponent of women's education, a teacher, an advocate for access to education, a leader in educational public policy, a mentor, and a friend.

She was a true visionary who lovingly took this College to new heights by transforming the College into a university model with four Schools. While we continue to miss her presence, we remain the beneficiaries of her extraordinary gift of leadership to The College of New Rochelle and to women's education.

**VISION, SACRIFICE, AND DAUNTLESS PERSEVERANCE...  
THESE WORDS IMMEDIATELY CALL TO MIND THE  
VERY LEADERSHIP QUALITIES I SO ADMIRE IN  
ST. ANGELA MERICI.**

opportunity to lead and guide this sacred institution under your careful and thoughtful watch.

The success of this College has been achieved not only through the work of the President and the Board of Trustees, but also by a team of highly energized vice presidents and deans who share an unwavering commitment to furthering the College's mission.

Clearly the backbone of the institution and the strength of our academic curriculum come from the innovation and creativity of the dedicated scholars who make up the faculty and instructional staff. I thank you for providing our students an outstanding education and calling forth the very best in each of them.

All of this is supported by a group of professional and support staff who work to ensure that the College operates in a highly efficient and effective manner.

Vice Presidents Dr. Joan Bailey, Dr. Colette Geary, and an army of people representing every corner of the institution that collectively organized and planned the inaugural events.

And to my family. Thank you for your support and for helping Brad and me raise our two children, Amanda and Bradley, who every day make us so proud. I share this with you because without each of you this would not be possible.

A very special welcome to my friend, mentor, and colleague, the 12th President of The College of New Rochelle, President Emeritus, Dr. Stephen J. Sweeny. Welcome home, Steve!

Your life's blood is in this institution, your footprints are everywhere, and your steadfast and unconditional commitment to the College's mission gives me the solid foundation on which to build and further the good



In 1929, on the occasion of the College's Silver Jubilee, alumna Helen Roberts wrote:

*The history of the College is more than a recital of facts. Every step of its advance is colorful, inspiring. It is not solely the story of material advancement; it is woven in a pattern in which vision, sacrifice, and dauntless perseverance constitute the fabric.*

Vision, sacrifice, and dauntless perseverance...these words immediately call to mind the very leadership qualities I so admire in St. Angela Merici.

Sr. Mary Jane Robertshaw, faculty emerita of the Art Department, compares St. Angela to the woman in Johannes Vermeer's painting *Young Woman with a Water Pitcher*, on view at the Metropolitan Museum.

This 17th Century Baroque painting illustrates a young woman, with a large wall map behind her, looking out a large open window gazing beyond her immediate environment. The woman holds a pitcher of water recognized as a traditional symbol of simplicity and purity.

These images call to mind themes of exploration and discovery and capture the spirit of St. Angela. St. Angela was in her teens when Columbus discovered America and in her forties when Magellan set out to circumnavigate the globe.

As an "agent of her time" she was ready to take on the changes and challenges of a developing world and prepare women for a new world by giving them the education and skills they needed to be empowered, independent women.

Drawing from a strong sense of faith, St. Angela led resolutely, confidently, and innovatively. Firm yet gentle, inviting and encouraging, never pressuring others to follow: leadership qualities that I have come to admire and respect.

These same qualities inspired Mother Irene Gill to establish this College for women in an age where women didn't have the right to vote, yet, she believed, were entitled to an education of the same, if not better, quality as their brothers.

The tension and dialogue between these two parts of the Ursuline legacy – tradition and transformation – continues to shape The College of New Rochelle today.

#### **CNR Today True to Mission**

There have been many changes over the past 108 years. Today the College operates in a university model with four Schools; five campuses in NYC; 5,000 students and 50,000 alums.

While we have grown and expanded over the last century what has remained constant is our commitment to our core values:

- Our Catholic identity and Ursuline heritage,
- An education grounded in the liberal arts,
- A particular emphasis on women's education, and
- A special commitment to access (removing socio-economic barriers to education).

From the beginning, The College of New Rochelle has been committed to a liberal arts foundation for all students. Coupled with our Catholic and Ursuline heritage, these elements set

the stage for what we desire our students to know, how we wish them to approach learning, and, undoubtedly, will frame how they live their lives.

This broad preparation teaches students to think critically, communicate clearly, and develop complex reasoning skills. It places knowledge in appropriate context and prepares them to synthesize information in new and meaningful ways. Students are thus armed with the greatest products of human visioning drawn from diverse disciplines such as literature, art, philosophy, history, theology, math, and science.

Such an education concerns itself with the transmission of the best knowledge of today and seeks to create the right environment for the cultivation of an intellectual life or "Wisdom for Life," CNR's motto.

And while the current economic climate seems to demand increasing specialization, what most don't realize is that it is those higher order thinking skills that are needed most in distressed job markets.

Seeking wisdom for life invites an attitude of inquisitiveness and open-

*(continued on page 20)*



THE TENSION AND DIALOGUE BETWEEN THESE TWO  
PARTS OF THE URSULINE LEGACY – TRADITION AND  
TRANSFORMATION – CONTINUES TO SHAPE  
THE COLLEGE OF NEW ROCHELLE TODAY.

ness to new and different perspectives, that there is value in considering issues and concerns from another vantage point. History is viewed through various lenses of society and culture. The lens of a student educated in the liberal arts thus becomes multifaceted, more nuanced, and capable of integrating knowledge garnered from multiple disciplines. There is a sense of depth and richness when one considers all of the disciplines seeking truth together, about the world, about humanity and about meaning itself.

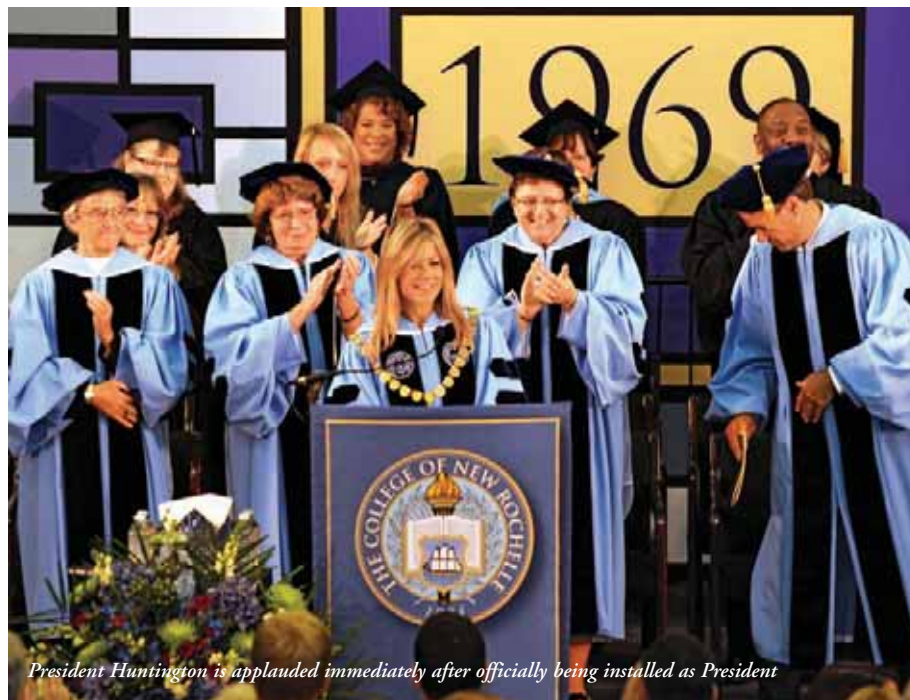
The Catholic intellectual tradition has much to offer our students in shaping their values as they seek to discover how one should live. It begins with a deep-seated understanding that faith and reason are complementary modes of seeking truth and journey together. It supports the notion that using our intellects and skills to understand our world will deepen our capacity to grasp what it means to be human and understand our place, and our potential, in the world.

Social justice is a prevailing theme in educating our students. Ultimately, this will lead students to choose the important responsibilities and commitments that will enable them to live their lives fully and meaningfully with all of the human family. And service to others will be a central part of our students' lives in the Ursuline tradition we call *Serviam*.

What CNR strives to achieve is educating students one at a time. To know each as an individual whose education should provide opportunity to fully develop the body, mind, and spirit. As alma mater (the fostering and supportive mother) we send forth women and men into the world to serve and to transform society to be more just for all people.

Central to our mission and at the core of both social justice and our Catholic identity is providing access to education for all those who were previously denied or prevented from pursuing a degree. And we pride ourselves for the richness this diversity brings to our community.

We also pride ourselves on our continued commitment to women's



*President Huntington is applauded immediately after officially being installed as President*

education. Emphasis is placed on recognizing women's achievements and on educating students about the contributions of women, often downplayed or ignored in history, and providing present role models of women leaders and their contributions to society and the world.

Often preparing women to be leaders means teaching by idea, word, or by action to challenge the expectations of society. Women continue to experience obstacles in the workplace such as pay disparities and limited advancement to leadership positions. The College of New Rochelle prepares our students, both women and men, to be wise and effective leaders who will challenge these and other obstacles to ensure the best and the brightest are able to contribute fully to our growth as a world community.

#### **Change in the Context of Tradition**

I have described for you the rich tradition and elements that drive our mission: those the College has so faithfully safeguarded and defended over the past 100 years. We are so proud of all of this.

But the tension that I described earlier between tradition and transformation becomes essential to the very foundation needed for growth particularly as we embrace the future.

As we talk about the future and embrace change a couple of my favorite quotes come to mind:

President John F. Kennedy wrote, *"Change is the law of life. And those who look only to the past or present are certain to miss the future."*

And (since it is baseball season, and most of us here are Yankee fans) Yogi Berra famously said: *"The future just ain't what it used to be."*

Both are more relevant than ever about higher education today. And, here is why I believe this is the case. With the exception of a few highly endowed institutions, few colleges and universities can afford to remain unchanged. The model which has served us for centuries will change dramatically over the next decade.

The primary drivers of this change, I believe, are the economy and technology influenced by intense competition, market position, government funding, policy mandates, and affordability.

With respect to the economy: As a sector, higher education wasn't immune to the devastating impact of the recent recession but was in fact in the headlines almost as much as the financial sector.

The simultaneous collapse, in 2008, of the equity, credit, and real estate markets was unprecedented... resulting in a total financial meltdown... one that rivaled the Great Depression. The decline of all three markets dramatically impacted higher education and has changed our future.



The decline in equity markets had an enormous impact on endowment funds generating huge investment losses, limited liquidity, and exposure to new risks. As a result, most institutions experienced operating distress requiring significant budget reductions and, in some cases, staff layoffs.

The crash of the real estate markets had similar results. Loss of personal net worth, parental wealth, and the ability to use home equity as a source of financing prevented some families from paying for college. As personal net worth diminished, philanthropy also softened.

And finally the collapse of the credit markets caused complex debt structures to unravel, and borrowing became more difficult, more complicated and more expensive than ever.

While the equity markets showed some signs of recovery, the economy still seesaws as the U.S. struggles with a lackluster economy, debt limits, a downgrade in the U.S. credit rating and the impact of distressed European economies.

And as a result of the weakened economy and rising unemployment, we see a shift in consumer behavior and perceptions; consumers are risk

the institution creating a modern and contemporary interpretation of our fidelity to mission.

Like the woman in the painting, we glimpse through an open window the possibility for new discoveries. And while the process of change and transition can be difficult, it presents a great time of opportunity.

But change has to be purposeful and thoughtful. There will be a tension between tradition and transformation, especially as everything we do must be consistent with our “core” values.

And so we change within the context of who we are and have been for 108 years. That is sacred. That tradition I will honor and protect just as my predecessors did. But at the same time there are imperatives we must address. Here are a few:

1. From every corner of the institution, we must become even more student-centered. We must place students at the very center of our decision making and provide them the education, resources, and skills they need to become successful.
2. We must carefully scan this changing environment to determine where we will be in 10 to 15 years.

efficient in our administrative systems, and deliver better quality service to our students.

4. We need to expand our academic programs and diversify our revenue sources. By doing so, the College will be better insulated from volatile market conditions. It will improve our competitive position, economies of scale, and brand recognition, and broaden our geographic reach.

Some of these endeavors will require significant investment and the reallocation of institutional resources; some will be self-financing, creating new sources of revenue, and others will require philanthropic support.

Effective governance, a strong leadership team, a highly energized and skilled faculty, and a committed College Community are vital to the continued viability and competitive positioning of the College. All are present at The College of New Rochelle. Long sustained solid financial performance has positioned us well for the future and provides the foundation for growth, expansion, and the ability to be agile and adapt.

So as we remain faithful to our mission, we are challenged to find new opportunities to honor it in contemporary ways. We recognize that this is sometimes a fearsome balancing act. But it is exactly in this place as we respect tradition and embrace transformation that we respond most fully to the needs of our students and our present society. And we look enthusiastically through the open window with a sense of adventure, imagining the future of The College of New Rochelle. It is here where our work brings us our greatest joy and satisfaction. In knowing that what we do makes a difference... that what we do is not easily accomplished, but is ultimately of enormous significance.

This is not really a new road. It is a familiar and well-traveled path blazed by our foundress, her company of sisters, and their followers. It is a journey of vision, sacrifice, and dauntless perseverance, with the support of the entire College Community to sustain us. Thank you! ■

SO IT IS TRANSFORMATION, THEN, THAT REFRESHES THE FACE OF THE INSTITUTION CREATING A MODERN AND CONTEMPORARY INTERPRETATION OF OUR FIDELITY TO MISSION.

averse, ushering in more frugal spending and reining in discretionary spending.

There is new skepticism about the value of a college education driven by parents' and students' anxiety about affordability, future employment, and worries over accumulating student debt.

While the economic challenges may seem daunting, they also provide the necessary impetus for us to change, adapt, and innovate. Clearly, the challenges cannot be ignored and standing still is not an option. So it is transformation, then, that refreshes the face of

With the full engagement of the College Community, we will embark on an institution-wide strategic plan, supported by a fully integrated master facility plan and financial plan.

3. With respect to technology, we must advance in all aspects of technology in how we deliver education in the e-learning environment, how we support our institution administratively, and how we support our students in services. Technology will allow us to become more competitive in our program offerings, more

# *Greetings* TO OUR NEW PRESIDENT

During the Inauguration, several speakers, each representing a group of people whose roles are important, even essential, in the life of the College, greeted President Huntington and offered wisdom and advice as she begins her work.



*President Huntington hugs her sister, Joanne Cascione Indriolo, after Indriolo delivers greetings on behalf of her family*



# CITY OF NEW ROCHELLE

NOAM BRAMSON / Mayor

On behalf of all 77,000 residents of New Rochelle, it is truly my pleasure to join in this celebration of an institution that is one of the pillars of our community and whose history is so deeply interwoven with our own. I thank the administration, and the faculty, and the students for their contributions to the vitality of our larger city and for your consistent example of intellectual growth, of service to others, and of moral purpose. And indeed as I look around this room I see the faces of many individuals whose own



*This is a better city because The College of New Rochelle is a central part of it.*

personal contributions to the common good have been extraordinary. This is a better city because The College of New Rochelle is a central part of it.

And so with admiring and fond memory of Sr. Dorothy Ann Kelly, and with sincere thanks to Stephen Sweeney for his years of hard work, and most

importantly with congratulations and high hopes for Judith Huntington as she embarks on her new responsibilities, I wish you every good fortune. And I pledge to you a continuing partnership in the years to come. May God bless CNR. And may God bless the community we share. ■

## HIGHER EDUCATION

LEO J. O'DONOVAN, SJ / President Emeritus, Georgetown University

I thought I was coming here on behalf of the colleges and universities of America to welcome our newest president but I discover I'm welcoming the president of the student body. Well, that's fitting enough, Judy, because from now on you belong to this student body. They think that you are here exclusively for them and that's what they expect of you: your exclusive attention.

Except, of course, when you're speaking to the faculty and staff who know that you're here for them. And every best idea someone is bound to remind you, whether it's a faculty member's responsibility or a staff member's responsibility, came from them.

Then, of course, when you're speaking to your alumnae, they know that you belong to them because they've been here much longer and they want the school to be just the way it was when they were here. (Except, of course, it never was.)

You have financial supporters among alums, government agencies, friends of the College. They think you belong to them. And they will come up with all sorts of ideas, a few of which will be really helpful to you.

There is then, of course, the Board

of Trustees on which I am honored to serve. We found you, we want you, you belong to us!!

And then the worldwide, centuries-old church in whose tradition of learning and faith this College proudly stands. You belong to that church, too.

We all, in fact, belong to more than ourselves.

And I'd like to suggest that one way of summarizing the motto of your Inauguration, unity and strength and concord through mission, is to emphasize that we belong to each other more than we ever realize.

We are not created as individuals. We are created as members of a human community. We are not called, those of us who belong to a Christian faith, but in fact any faith, we are not called to that faith, that belief system, just as individuals but to become more truly members of the human family. We belong likewise by those traditions to the world. We are not individuals walking around on a pavement that we had nothing to do with building, in an environment that we had nothing to do with building, under a sky that we had nothing to do with building. They were given to us, but we are responsible for them because we belong to that

world. And we belong likewise to its Creator, the Great Good God who tells us that the more we give of ourselves, the more we belong to each other, the world and God, the more truly we will be ourselves.

A college in all its dimensions, I believe, is meant to understand this belonging: to imagine it in the liberal arts, to study how it works among men and women in politics, to study the construction of the situation in science.

But a college is not meant simply to tell us that we do belong to each other, but to enact that, to live accordingly, to be citizens who belong to each other, the world and their God. And a college must also remind us that in our belonging we must rejoice, or better put, we have the contemplative call to enjoy this world we belong to, these fellow human beings.

So first and foremost and finally, Judy, Madam President (she told me that would do), first and foremost and finally, the model of whom you belong to is a man who came among us not to be served but to serve and to give His life for the salvation of all humankind. Higher Education welcomes you, Madam President. ■

## ORDER OF ST. URSULA

SUSAN CONTE, OSU

Associate Professor of Guidance and Counseling,  
Graduate School

Greetings on behalf of the Ursuline Community. President Judith Huntington, trustees, administrators, faculty, staff, Ursuline Sisters, students, honored guests, alumnae, alumni, friends, the Community of The College of New Rochelle:

As an alumna of the School of Arts and Sciences, now a member of the faculty and an Ursuline Sister, and, in the name of the Ursuline Community, I am delighted to greet you, Judith Cascione Huntington, the 13th President of The College of New Rochelle!

It is a special joy to welcome Mother Cecilia Wang, Prioress General of the Ursulines of the Roman Union, who is with us today. Mother Cecilia represents the Ursuline community around the world who join us in prayer as we celebrate this remarkable milestone in the life of our College.

Now I ask that each of us pause for a moment to remember that God is here in our midst.

We are here as a community of faith. We are here as the community of The College of New Rochelle, richly blessed by God's grace for more than 107 years. We are here today to carry forth the dynamic mission of our foundress, Mother Irene Gill, to unlock the world of college education to persons previously denied access.

Let us think for a moment about Mother Irene Gill, the risk-taker. She was *convinced* that women had the right to a college education. She was *confident* that women *would* be the teachers and leaders of future generations. And Irene Gill did not give up until her vision was realized. And so she founded a college for women – 16 years before American women had the right to vote!

We are here because *she* was here.

For another moment, let us call to mind all who have gone before us. We remember the students, staff, faculty members, administrators, Ursuline Sisters, whose unique and manifold gifts have blessed this College since 1904.

Their spirits fill this room. We are here because they were here.

Today we invoke the dauntless spirits of Irene and

Augustine Gill, who, over a century ago, took to heart the challenge of their foundress, Saint Angela Merici, in 1535:

*Act! Take risks!*

*Do something new!*

*And trust...*

*that God will be with you*

*in everything!*

President Huntington, we are pleased to be here with you as you accept Angela Merici's invitation: *Cultivate the vine entrusted to you.*

On behalf of the College Community, I invite you, President Huntington, to look around the room. Look at how beautifully Angela's vine has flourished.

Today we join you in giving thanks that, united together, we are a part of this vine. We are a part of the extended family of Angela Merici.

Thomas Merton, American Trappist monk, spiritual writer, and advocate of peace and social justice, wrote: *We have what we seek.*

*We have what we seek.*

We have the gift of Angela Merici, of Irene Gill, and of all who have gone before us. We have been entrusted with this gift, the vision with which this College began, and the gift is alive and dynamic.

This is your gift today, President Huntington. This is *our* gift to treasure and to share for generations to come. With your leadership, may this gift grow and evolve to serve a world so in need of what this College has to offer.

Carved in stone on the Science Building are these words: *Cor unum et anima una in Corde Jesu.* Perhaps that inscription will remind us of our call to be one in mind and heart.

In her last legacy, Angela Merici challenged her community: *If you stay united in mind and heart, you will be as strong as a mountain fortress....*

And she promised: *Have courage and strong faith that God will be with you to help you in everything.* (She added: *Trust me. I know what I am talking about!*)

Today, President Huntington, we offer you this prayer:

May God continue to strengthen you as a woman of faith, a risk-taker, a community-builder, a woman of vision. May God guide you and accompany you as you lead this College Community to be true to our calling, "united and strengthened for mission." ■



College Chaplain Joseph Flynn,  
delivers the homily at the inaugural liturgy



Doreen Montalvo SAS'85, who sang a solo  
during the inaugural ceremony, and Helen  
Wolf, director of campus ministry



Congratulations to all of CNR. It is very exciting to be a part of this important milestone in the College's long history. In view of this occasion, I would like to reflect on three aspects of CNR's history – vision, history, and partnership.

Vision – CNR has been truly gifted with a lineage of strong leadership, in the form of the Ursulines and in the laity that followed them. The collective vision, innovation, and adaptability of these individuals have piloted CNR through 108 years – taking it from a small liberal arts college for women to the expanded institution it is today. This vision is what has made it possible for CNR to thrive in times when some other institutions could not even survive.

History – As the first Catholic college for women in New York State, founded in 1904, CNR established its place in history. The foundations upon which the College was established – a liberal arts education and dedication to service – still remain at its core, after more than a hundred years.

CNR and her alumnae/i have in turn been shaped by history, by times as varied as two World Wars, the Great Depression, the Korean and Vietnam conflicts, the assassinations of our national leaders, the social turmoil of the sixties and seventies, and the

*We come together today to celebrate the vision, the history, the partnerships, and to celebrate the role that CNR has played in molding each of us as individuals – people of vision, sharing a common history, and bound by our deep relationships with the College and with each other.*

tragedy of 9/11.

Even our CNR Main Campus is itself a testimony to history, with so many of the buildings true reflections of the times in which they were designed and built – Leland Castle, Maura, Brescia, Rogick, Gill Library, and even this new Wellness Center.

Partnership – Partnerships have played a significant role in CNR's success over the years. Different constituencies – the Ursulines, the College's administration, faculty and staff, the students, and the College's graduates, have been joined together over the years, bonded by their mutual dedication to CNR and their deep desire to ensure her legacy.

The College's graduates in particular, over the last few years, through the Alumnae/i Board, have worked hard to align with an operating model that is based on a partnership. At the very heart of this partnership is the relationship that exists between CNR and her alumnae/i. Because of this, we have been actively reaching out to our

alumnae/i – over 40,000 strong – to engage them, to rekindle their association with CNR, and to sustain and nurture that relationship over time. Our new president energizes this partnership enormously and we look forward to working with her to increasingly strengthen this bond.

We come together today to celebrate the vision, the history, the partnerships, and to celebrate the role that CNR has played in molding each of us as individuals – people of vision, sharing a common history, and bound by our deep relationships with the College and with each other. We as alumnae/i validate the mission of CNR. Although we are students for a short while, we are in fact alumnae/i forever and embody the College in the world.

Today I speak on behalf of all alumnae/i, when I offer best wishes to you, President Huntington. We are here to give you our support, as partners, for the future of CNR, and the history that is yet to be. ■



President Huntington greets the College's 12th President, Stephen Sweeny



The Inauguration was streamed live on the College's Facebook page.



With Shalene & Tim Tracy



## FACULTY AND INSTRUCTIONAL STAFF

TERI KWAL GAMBLE / Professor of Communication Studies, Graduate School

President Huntington, members of the Board of Trustees, and other distinguished members of the platform party, esteemed guests, fellow faculty and members of the instructional staff – it is my pleasure to speak with you on behalf of all the faculty of The College of New Rochelle, and my honor to deliver this greeting to you.

First, I want to join the chorus of people welcoming President Judith Huntington to her new position as the 13th president of The College of New Rochelle. I joined the faculty of The College of New Rochelle in 1978 – over 33 years ago. I quickly fell in love with CNR and I feel as strongly about our College today as I did then.

Now the leadership of our beloved College is in the hands of a new, energetic, forward-looking leader, a leader who takes her office in very unsettled economic times – the road ahead will present many challenges for higher education in general and CNR in particular. But with President Huntington's understanding of finance, keen insight into the economy, and calmness under pressure, she is uniquely positioned to help CNR meet the challenges of today and tomorrow. Under President Huntington's guidance, we will join *together* to make our College, community, and world better, as we take time to think about who we are now, and ask, "Who can we become?" In fact, a character we all grew up with asked a similar question:

The Caterpillar and Alice looked at each other for some time in silence: at last the Caterpillar took the hookah

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out of its mouth, and addressed her in a languid, sleepy voice.

"Who are you?" said the Caterpillar.

(This was not an encouraging opening for a conversation.) Alice replied rather shyly, "I – I hardly know, sir, just at present – at least I know who I was when I got up this morning, but I think I must have been changed several times since then."

"What do you mean by that?" said the Caterpillar sternly. "Explain yourself!"

"I can't explain myself I'm afraid, sir," said Alice, "because I'm not myself..."

At CNR we know who we are and the importance of being true to ourselves... But like Alice, we are at the cusp of discovering who we can become. Change in higher education is in the air. And change, we know is never easy. Speaking of change, some years back, Spencer Johnson wrote a bestselling fable about the need to face and respond to change: *Who Moved My Cheese?* Now, there's a new book out – a followup to Johnson's fable and it's titled *I Moved Your Cheese*.

President Huntington, let's move the cheese *together*. We are a faculty with

multiple talents, skills, and creativity. We are excellent teachers, researchers, and creators. As tough decisions involving the College's future direction need to be made, let's imagine the possibilities *together*. Let's build bridges connecting CNR's past and its future *together*. Let's figure out *together* how best to educate the future business leaders, historians, politicians, physicians, nurses, scientists, mathematicians, psychologists, social workers, counselors, communicators, artists, teachers, administrators, and moms and dads of tomorrow who put their futures in our hands today.

Who can CNR become is a daunting question, but it's a question we need to answer and will answer *together*. By working *together*, nurturing existing faculty and hiring new faculty, we will maintain our vitality, advance our mission, and ensure that CNR remains an educational institution responsive to new areas of learning. By sharing the management of challenges facing CNR with an open mind and a smile, we will claim the future. President Huntington, the faculty and instructional staff believe that if we imagine it *together*, we will accomplish it *together*.

President Huntington, the faculty members of The College of New Rochelle look forward to working closely with you in the years ahead. While we may not be able to stop the wind, we can harness it *together*, and adjust our sails so we position ourselves *together* to weather any challenge. We look forward to thinking forward *together*! ■





## PROFESSIONAL AND SUPPORT STAFF

JOELLEN VAVASOUR / Director of Human Resources

On behalf of the professional staff and the support staff of The College of New Rochelle, I welcome you. On July 1 of this year, a beautiful, sunny Friday morning, in what may have been her first official act as president, Judy e-mailed the staff of the College and told us to take the afternoon off. Judy, your staff thank you! But that's not the only reason we like her. Truth to tell, before she released us to a long holiday weekend, Judy movingly described her great joy, tremendous pride, and clear sense of optimism for the future of this College we all love so dearly. And in her message to us, Judy firmly rooted her confidence in the College's future in the talent, skill, and deep commitment to mission embraced by the entire College Community. She thanked the staff for their tireless work on behalf of our students and invited us, as her colleagues, to join her on her journey, as 13th president, to build a new future full of promise and achievement. It was an invitation we accept wholeheartedly.

If we seem a bit smug or territorial, it is because Judy is one of us. Like her predecessor as president, Steve Sweeny, Judy first came to the College as a member of the professional staff. She served as Vice President for Financial Affairs for nine years and quite simply did a magnificent job. If Judy had hoped for smooth sailing when she came to the College

*Judy, your energy and enthusiasm and your belief in us are highly contagious, and we are eager to partner with you in the years to come as you chart a new course for the College.*

back in 2001, she was soon disabused of that notion. As we know all too well, the last ten years have been buffeted by unprecedented political and economic turbulence that has hit higher education with gale-force winds. We are proud to say that we have weathered those storms, balancing our budget every year and staying on course with our institutional commitments to compensation planning and other institutional priorities. Despite the head winds, Judy has been the steady hand at the tiller.

Today, standing before this great community united in friendship and support for The College of New Rochelle, we pledge our unwavering support, our professional expertise, and our tireless efforts to our colleague President Huntington. Judy, your energy and enthusiasm and your belief in us are highly contagious, and we are eager to partner with you in the years to come as you chart a new course for the College. *Serviam!* ■

## GRADUATE SCHOOL

DANIELLE ROBINSON, Class of 2013

Good afternoon and greetings from the Graduate School. My name is Danny Robinson and I am currently enrolled in the Master's Program in Career Development. As a college admissions counselor, I strongly believe in the benefit of and access to higher education for all. Before choosing CNR for my graduate studies, I had heard amazing things about the Graduate School and knew it was exactly where I needed to be to further my education and professional development.

I feel very privileged to be speaking here today on behalf of my fellow graduate students, as well as to be standing on the threshold of a very exciting time for our College of New Rochelle Community. Together, as we celebrate Judith Huntington's inauguration as the 13th President of our beloved College, we look forward to and celebrate the future of CNR that is certain to flourish under her leadership.

President Huntington, among the graduate students you will find avid believers and advocates of the College's

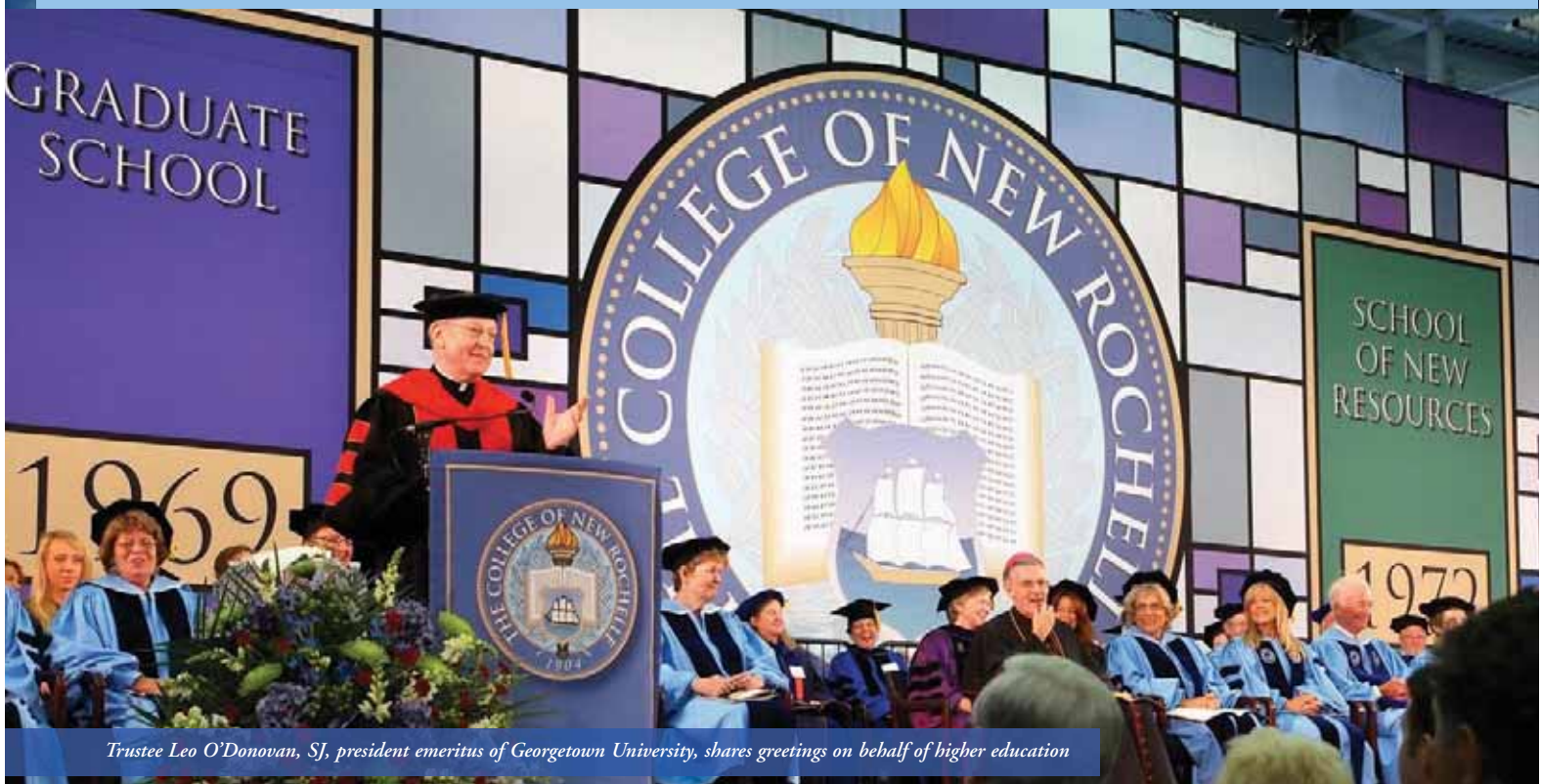
*We look to your leadership to guide us in sustaining the foundation of the CNR mission. We look to you to continue building upon the traditions that have fostered and upheld the academic excellence this College has come to stand for.*

mission. We look to your leadership to guide us in sustaining the foundation of the CNR mission. We look to you to continue building upon the traditions that have fostered and upheld the academic excellence this College has come to stand for. As you assume your leadership, we hope you will look to the Graduate School as a pillar of support for you and your administration. We look forward to working with a leader who has demonstrated an appreciation for the tapestry of experiences brought here by the graduate students and one who understands that fostering academic excellence can only expand these experiences.

In preparing this speech for today, I was asked to offer you a piece of advice and I'd like to do so by sharing the following "Beatitudes of a Leader," written by an unknown author:

*Blessed is the leader who has not sought the high places but who has been drafted into service because of her ability and willingness to serve. Blessed is the leader who knows no discouragement. Blessed is the leader who marches with the group and correctly interprets the signs on the pathway that leads to success. Blessed is the leader who has her head in the clouds but her feet on the ground. Blessed is the leader who considers leadership an opportunity to serve. Blessed is the leader who leads with Christ-like love.*

President Huntington, may you be blessed today and evermore on your new journey, may joy and peace surround you always, and may God grant you the wisdom and strength to lead CNR to new heights. ■



Trustee Leo O'Donovan, SJ, president emeritus of Georgetown University, shares greetings on behalf of higher education



## SCHOOL OF ARTS & SCIENCES JACLYN REYNOLDS, Class of 2012

Good afternoon President Huntington, vice presidents, trustees, alumnae/i, students, and College Community. My name is Jaclyn Reynolds and I am a senior business major in the School of Arts and Sciences.

Upon my arrival at The College of New Rochelle I fell in love with the overall atmosphere of the College. It appeared as though everyone knew everyone and it was an enjoyable environment for students, faculty, and staff. Little did I know that over the next four years my initial thoughts would come true. I knew that I wanted to pursue a degree in business. I loved accounting and marketing in high school, and I was always told to do what you love because that will bring you the most rewards in life. Choosing the College has allowed me to pursue a track in both fields, providing me the ability to design and create a plan for a product and use the full business cycle.

During my time at the College I have had numerous leadership opportunities. I was an SAS senator, a student orientation staff leader, an intern with alumnae/i relations, and a member of the Blue Angels tennis, cross country, and basketball teams. Last year, I served as the Student Government Association treasurer and this year I am president. I have enjoyed seeing the incoming classes learn the Ursuline traditions, watch the faculty and staff reach out to make all feel welcomed, and see students using their liberal arts core in everyday living without even realizing it. I can say that above all I enjoy the excellent education I am receiving in a diverse, women's college that is so caring and open to all that will provide me with lifelong learning.

*We, as a whole, recognize your strength of vision and commitment to our students. We know that you will continue, in your newly appointed authority, to execute those decisions that sustain the "painstaking excellence" of our School and that your labors will uplift our hearts and intellect.*

I remember the first time I met President Huntington upstairs in the administration building. At that time, we had a short conversation sharing a little bit of information about ourselves. I have been the student representative at finance board meetings and heard President Huntington use her financial knowledge to benefit the College. Given that she is a successful businesswoman, it gives me and other business majors in the School of Arts and Sciences someone to look up to. President Huntington has already attended Student Government Association meetings to assure students that she wishes to put the students first. Without the students, all of us would not be here today to celebrate her achievements as becoming the 13th President of the College. I know that in the upcoming years, President Huntington, you will do tremendous things for the College. Your determination, leadership, and strong caring heart will take the College to new levels. On behalf of the School of Arts and Sciences, congratulations on officially becoming the 13th President of the College. ■

## SCHOOL OF NEW RESOURCES RUPERT FRANCIS, Class of 2012

Good afternoon. My name is Rupert Francis and I am a student at the School of New Resources, Co-op City Campus. It gives me great pleasure to be here today and I accept this honor with gratitude.

My journey to the School of New Resources began on quite another path. I entered the United States Army in 1995. While at that time most people were entering the military for the many benefits the United States government offers, I simply wanted to protect my country. In the aftermath of 9/11, I was deployed to Iraq in 2005. I was awarded the Purple Heart for my courage and valor for my role in an ambush against American soldiers.

I retired from the United States Army as a Sergeant in 2007. So, here I was, a professional military man, honorably discharged, and...bored. I walked across the street from my home into the Co-op City Campus, on a lark, thinking maybe school would keep me entertained and interested. At the Co-op City Campus I found a place that identifies with and holds strong to the mission of service I experienced with the United States Army. The School of New Resources is assisting me in developing my newfound ambition to

become a psychologist working for Veteran's Affairs. It is a way to pay it forward for my fellow soldiers.

My experience is not unusual, or exceptional, when we note what opportunities the School of New Resources offers the adult learner, so I say with pride, Dear President Huntington:

As Dr. Martin Luther King, Jr., said:

*"All labor that uplifts humanity has dignity and importance and should be undertaken with painstaking excellence."*

On this auspicious occasion, your inauguration as the 13th President of The College of New Rochelle, I restate these words to you, as we know in the School of New Resources, that you are a steadfast supporter and sustainer of the mission of both the School and the College. We, as a whole, recognize your strength of vision and commitment to our students. We know that you will continue, in your newly appointed authority, to execute those decisions that sustain the "painstaking excellence" of our School and that your labors will uplift our hearts and intellect. We wish you Godspeed in your endeavors. ■



*With Elza Dimwiddie-Boyd,  
dean of the School of  
New Resources*



*President Huntington with her family at the inaugural liturgy*



## FAMILY JOANNE CASCIONE INDRILO / Sister of the President

Good afternoon. Many of you know Judith Huntington, the CPA, the FASBi fellow, the partner candidate at KPMG, the CFO of The College of New Rochelle. But few of you know Judy – Judy the mother, the wife, the aunt, the daughter, the friend, the sister.

I'm here to introduce you to my sister, Judy.

Judy, our sister Lori, and I are three sisters, who were lovingly raised by our parents, Joe and Lorraine Cascione. Our parents are second generation Americans of Italian descent. Our father is an attorney, our mother a schoolteacher.

We were taught to respect God, our country, and each other. Our dad serves his community as a Eucharistic minister and was active in state and local politics. We were raised by parents who value both tradition and progress, exemplars of the Ursuline doctrine. Our parents cultivated an environment where the appreciation for the traditional work of education and the pursuit of justice were treasured.

Our parents often said there will always be people who complain about this country and how it is run, but there is no better place in the world to live. In America, through hard work, even a person of little financial means can receive an excellent education and reach the highest levels of success.

Mom was a schoolteacher. God was and still is her professor and the world was and still is her classroom. Our mother devoted her life to raising her three daughters. She taught us to try our best at everything because as long as we tried our best we would never

have regrets. And she's been right.

Lori is our oldest sister, born with physical limitations. Lori continues to be the single most influential person in our lives. She has taught us courage, strength, and perseverance. Through Lori we've learned to face life's challenges with a smile and to meet life's greatest challenges with the biggest smile. Lori does this every day of her life.

Judy and I were born just 18 months apart. Growing up, people often asked if we were twins and I proudly said no, I'm older. I have this vision of Judy as a child, and I have to admit she really was an adorable child with her Shirley Temple curls bouncing and blowing in the breeze as she ran to play.

Many of you may be surprised to learn that Judy was a shy little girl who grew up very much in my shadow. When I wanted to go out to play I would ask Mom, and after she checked our homework, she would give me permission, but never without adding, "Joanne, take Judy." When I went horseback riding, Judy went horseback riding. When I took piano lessons, Judy took piano lessons. When I studied public accounting at Pace University, Judy studied public accounting at Pace University.

Education was of high priority in our home. The question was never whether we would attend college, it was which college would we attend. While our parents were progressive thinkers, they were also strict Italian-American parents who did not want their daughters to go away to school.

We could live away at college, but if

we lived at home and attended college we were offered certain incentives, such as home cooked meals, laundry service, and a car!

Lori, who could not be persuaded to continue to live at home and attend college, chose to live in Long Island and attend Adelphi University. Judy and I both stayed home choosing to take full advantage of the incentives offered us.

But we were taught that privileges come with responsibility. We were taught to work hard and while our parents made it clear that being students was our full-time job, Judy and I worked part-time. Judy worked ever since she was fifteen and held various positions, including a receptionist at a doctor's office and an accounting intern during her college years.

Judy studied public accounting and graduated with honors from Pace University. She became a CPA and a role model for professional women. Judy was a trailblazer being among the first working women to participate in flex time employment whereby she balanced motherhood and family life while continuing on a partnership track at KPMG. Judy decidedly declined partnership at KPMG to pursue her career at The College of New Rochelle as its CFO.

Judy is the worrier in the family. She worries about just about everything. So it wasn't surprising that initially Judy was slightly worried about becoming the 13th President of CNR. Superstition has it that 13 is an unlucky number. And then I reminded Judy of how lucky the number 13 really is.





The Feast of Saint Anthony of Padua is celebrated on the 13th day of June, 13 colonies gave birth to the greatest nation in the world, and the footprint of this great nation was forever changed by the 13th amendment to the Constitution that proclaims that neither slavery nor involuntary servitude shall exist within the United States or any place subject to its jurisdiction. The 13th amendment gave us an inalienable right. One that is not afforded to all of humanity...the right to be free. An opportunity to learn.

When I learned that Judy would become the 13th President of The College of New Rochelle, I was overcome with pride. Then I thought, Judy... the 13th President? How can this happen to me? Now I'll never be able to put up with her, Madame President with an office in the Castle.

This may be shocking, but Judy doesn't fight fair and always wants to get the last word. Whenever she's losing an argument, she'll end it by saying, "Of course, Joanne. You're always right – you're an attorney!"

But now I will have the last word. Madame President: you may have an office in the Castle, but to me, you're still the little sister so please leave your crown at the Castle door.

As I stand before all of you here today, I now proudly stand in the shadow of my little sister, Judith Huntington, as she becomes the 13th President of The College of New Rochelle.

Congratulations, Judy. And congratulations to The College of New Rochelle. ■

## SCHOOL OF NURSING ZENA JAMAL, Class of 2012

Good afternoon, President Huntington, distinguished guests, ladies and gentlemen. I am Zena Jamal, a senior in the School of Nursing. Looking back to the beginning of my pursuit of higher education four years ago, I would have never fathomed the idea of standing here today in front of such a distinguished group of individuals. This is a true testament of the amazing opportunities The College of New Rochelle provides for its students. CNR has helped me grow and develop into the leader I am today. I am the vice president of the Student Government Association, captain of the Blue Angels volleyball team, and a member of numerous institutional committees.

From a young age I always knew that I wanted to be a nurse. So when I began my college search finding an institution that has strong clinical affiliations was a top priority for me, and so I found The College of New Rochelle. Through my journey in the nursing program I have been empowered to be all I can be and taught that we must be holistic in all of our nursing practices. The School of Nursing's philosophy is based on a caring-healing framework that defines nursing as "caring with compassion, empathy, and altruism with the intention of healing body, mind, and spirit." These values help guide me not only in my work as a nursing student but also in my work as a student leader at CNR.

*While at the start I did not fully understand the College's mission in my quest for higher education, I have found that I am now living it each and every day.*

When I began my educational journey I knew that I wanted to be a leader not only in the classroom but also outside, so I decided to join the Blue Angels volleyball team. I was the only freshman on the team of twelve players, but throughout the season I was encouraged, respected, and cared for by my teammates, coaches, and the athletic administration. I have carried this idea of respect and passion with me throughout my four years here at the College and will hold these values throughout my years. Now as the captain of the volleyball team and a senior nursing student, I have taken it upon myself to treat my peers with the respect and compassion I have received through my journey here at the College.

While at the start I did not fully understand the College's mission in my quest for higher education, I have found that I am now living it each and every day. The mission states: "The College is committed to respect and concern for each individual. It seeks to challenge students to achieve full development of their individual talents and a greater understanding of themselves." The leadership experiences I have had within the College Community have allowed me to grow from a young adolescent into a confident leader ready to take over the workforce. President Huntington, I know you will continue to support the mission of the College and will continue to add in the development of young women like myself. On behalf of my peers in the School of Nursing, I wish you God's blessings as you begin this new adventure, which I know will be blessed with numerous accomplishments both for yourself and for the College. ■

# THE URSULINES: LEADING WITH FAITH

BY MARTHA COUNIHAN, OSU SAS'67

Saint Angela Merici was a woman ahead of her time. During a period when women's choices were limited to marriage or the convent, Saint Angela forged her own path – a path that would lead her to form her Company of St. Ursula in 1535. Today, nearly 500 years later, the Ursulines celebrate their rich history, a history of growth that includes schools, orphanages, and missions throughout the world.

Thousands of Ursulines worldwide gathered with their associates, colleagues, and friends to celebrate the end of a year of jubilee, commemorating the 475 years since Angela Merici formed the Company of St. Ursula in Brescia, Italy in 1535. At The College of New Rochelle, the Eastern Province Ursulines celebrated the end of the Jubilee year with a Mass in Holy Family Chapel celebrated by New York Archbishop Timothy Dolan. A glance back over 475 years provides us with the history of the development of Angela's followers into groups who, in addition to personal spiritual growth, also saw the development of leaders to serve in the family, Church, and society as an important value to pursue. This spirit of service is captured in the Ursuline student motto, *Serviam* (Latin for "I will serve").

## Company of St. Ursula

After the death of Angela Merici in 1540, the Company received papal approval to exist, and it rapidly spread across northern Italy. It was a radically new form of living for women – a vow of virginity and dedication to prayer, good works, and mutual support – but not wearing distinctive garb nor living together in convents.

The Council of Trent (1545-63), which sought to shore up a faltering Church with a new catechism, asked members of the Company and others to teach the new catechism. When the Company expanded into southern France in the late 16th century, its members began to live together in convents, and the new groups were often called "Ursulines." By forming cloistered monasteries and convents, the laws of the Church prohibited the Ursulines from leaving the premises.

To support themselves, the women – now cloistered nuns – could receive girls into the cloister for education. They "hung on" to their pre-cloister services by insisting on running day schools for poor children as well as the boarding schools that prepared young women for the sacraments, education, entry into society, and, for many – marriage. It was from the newly

cloistered Ursulines of France that the centuries-long dedicated ministry of education of girls sprang.

In 1639, Mother Marie of the Incarnation Martin, a widowed single mother and now an Ursuline, left her convent in Tours with a small group to establish a convent and school in Quebec, Canada. They taught the native children as well as the daughters of French settlers. In 1727, another group of French Ursulines arrived in Louisiana. There, they established a hospital and the first school for girls in territory that would become part of the United States in 1802.

## Ursuline Education

The Ursulines of Paris published a book of educational policy in 1652. The *Reglements* were an early guide to school administration, methods, and subjects to teach, care of children of different ages and abilities, deportment, and a guide to how to provide children and young girls with a kind and thoughtful education infused with Catholic values. The *Reglements* were influenced by the Jesuits' *Ratio Studiorum*, a plan for the education of boys and young men in Jesuit institutions.

In the background of the French Ursuline convent tradition was an insistence on respecting the student as an individual – harking back to Angela Merici's counsel: "So consider how greatly you must respect them; for the more you respect them, the more you will love them; the more you love them, the more care and concern you will have for them (1st Counsel)." Whether she was teaching grammar to a group of French aristocratic preteens in 1773, reading to a class of 90 first grade students in a parochial school in 1940, or counseling skills to a Graduate School seminar group of five in 2011, the Ursuline educator carried Angela Merici's Counsels with her. Angela's wise counsel was not just for the individual student; the student also was to put into practice that from respect, care and concern result. It was a value to be shared. This is the concept of *Serviam*.

(continued on page 34)



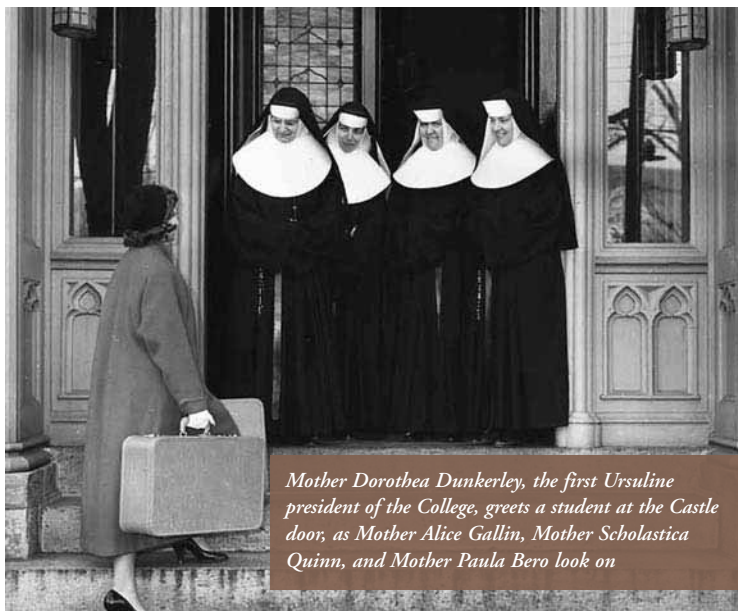
*The Statue of Angela Merici on the  
CNR Main Campus was dedicated in 2004*



*It was a radically new form of living for women – a vow of virginity and dedication to prayer, good works, and mutual support – but not wearing distinctive garb nor living together in convents.*



*Painting of Saint Angela and her Companions (artist unknown) in Brescia, Italy*



*Mother Dorothea Dunkerley, the first Ursuline  
president of the College, greets a student at the Castle  
door, as Mother Alice Gallin, Mother Scholastica  
Quinn, and Mother Paula Bero look on*

### The College of New Rochelle

In 1900, the Roman Union of Ursulines was formed; the Roman Union would greatly influence the sharing of ideals and ideas, and the formation of Ursulines as teachers. Few colleges for women existed in the United States; higher education for women was still a novelty at the end of the 19th century. Now part of an international union of Ursulines, the new foundation in 1904 of The College of New Rochelle received much attention. It was a unique and American venture in educating women beyond secondary school.

Perhaps in memory of the successful teacher training classes that they had offered public and parochial school-teachers to get New York City certification, in 1907, the College inaugurated a summer school which provided classes for a B.A., M.A., and even a Ph.D. Many groups of Sisters who were cloistered and not permitted to attend public colleges and universities as well as many female public school teachers took advantage of the CNR Summer School and were able to complete an undergraduate degree or a master's. In 1918, one student, Mary Higgins, received CNR's sole Ph.D. and became a professor of education at Hunter College. During the regular academic year, enrollment at CNR grew rapidly (graduate programs were discontinued in the early 1930s).

By the 1920s the CNR faculty included a growing number of

*From the College's first decade, the annual CNR Bulletin notes the importance of educating women to be leaders in their communities: family, Church, and society.*

Ursuline faculty members who also were CNR graduates – Mother Cephas McLoughlin (1908), Mothers Thomas Aquinas O'Reilly and Grace Monahan (1913), Mothers Gertrude Farmer and Emmanuel McGrath (1916), and Mother Regis Manion (1919). The Registrar, Mother Xavier Fitzgerald (1909), can be credited for finding the finest faculty and demanding the highest standards among the admission and education of students in the early decades.

The goal of educating more Ursulines for the CNR faculty was that of educating the mind and the heart of each young woman. The nuns continued to maintain contact with alumnae and offer them opportunities for ongoing intellectual and spiritual enrichment. The annual CNR Alumnae College continues this tradition of maintaining and strengthening bonds with graduates.

In 1923, a French Ursuline, Mother St. Jean Martin, was elected prioress general, an office in which she would serve for 33 years. She took great interest in CNR and had had among her novices in France several CNR graduate novices who became leaders in both Ursuline schools and provinces. Mother St. Jean was very intent to identify and train leaders among the nuns for both school and convent administration. In 1940, after giving a conference on education at CNR for Ursuline educators from across the USA, she published *The Ursuline Method of Education*, a textbook for Ursuline teachers worldwide. This textbook stresses the personal, intellectual, spiritual formation of students – and social and apostolic formation. A House of Studies for the educating of all American Ursulines was established on campus in 1943, enabling all young Ursulines to receive a B.A. before beginning a ministry of teaching.

At CNR, the concept of *Serviam*

was enlarged upon, and Ursuline educators were urged to put it before their students in both the classroom and in extracurricular activities – helping the needy materially, spiritually, educationally. At CNR, student organizations like the Sodality, Young Christian Students, National Federation of Catholic Students, and the post-World War II Ursuline Student Relief Abroad were aimed at education and service; several student organizations today also continue the spirit of *Serviam*.

From the College's first decade, the annual CNR *Bulletin* notes the importance of educating women to be leaders in their communities: family, Church, and society. In the 1911 *Bulletin*, it notes: "The college ideal of its graduates is that of a woman of culture, of efficiency, of power..." Furthermore, the Ursuline motto for all students, *Serviam*, exhorted students to serve the needy. *Serviam* continues to be a motto for all CNR students in all Schools.

As the CNR Community gathers each October to honor Mother Irene Gill, founder of CNR, a *Serviam* award is given to a student of each School who best upholds the values of service. They and a myriad of other CNR students and alumnae/i have been educated for service in the spirit of *Serviam*.

Reading the CNR Mission Statement today, one finds the echo of Angela's words in the sentence: "The College is committed to a respect and a concern for each individual." The final sentence of the Mission Statement stresses the concept of *Serviam* in its declaration of "education-for-service." For almost five centuries worldwide, and for over a century at CNR, Ursulines have directly and indirectly led students to be a leaven in society, leaders, and pursuers of "wisdom for life." ■



*The special vision of Sr. Dorothy Ann Kelly as president for 25 years included the expansion to four schools and changed dramatically the College's geography beyond Westchester County to six city campuses in New York City to serve new generations, positioning the College well to continue to meet students' needs and address emerging trends well into the 21st century.*





*Pictured with CNR President Judith Huntington (c) are (l-r) Serviam award recipients Michael Williams, Nancy Burroughs, Suzanne Mariano, and Akosuah Agyei.*

## Students Receive Serviam Awards

During the College's Founder's Day celebration on October 27, 2011, four CNR students were presented with *Serviam* Awards for outstanding community service. Established by the Ursuline Institute and continued by the College, the annual awards honor those students who best embody the Ursuline philosophy of *Serviam* (I will serve) and support the College's mission of education for service.

Nancy Burroughs, a student in the Guidance and Counseling Program of the Graduate School, is involved in numerous activities, including providing bible instruction to adults and children, organizing services to help men and women obtain a smooth transition from incarceration back into society, and collecting and providing coats for the homeless and school supplies to students. Michael Williams, a senior at the DC-37 Campus of the School of New Resources, supports fellow students in study groups and tutoring, serves as a volunteer

HIV/AIDS counselor in his Brooklyn community, and shares his considerable gifts in productions for the St. Paul Community Baptist Church. Now a senior in the School of Nursing, Suzanne Mariano is active in campus ministry, participating in Midnight Runs to the homeless in New York City and on two CNR community service plunges to New Orleans and to Ecuador. Akosuah Agyei, a senior biology and chemistry major in the School of Arts & Sciences, spent time in Ghana last year volunteering at the Korle Bu Teaching Hospital in Accra and traveled to Swedro to distribute to needy children used clothing, shoes, and school supplies (which she and her mother had collected here in the US). Among her other activities, she serves as a Youth Advisor for Tryon Campus, a prison for juveniles, serves her home church community raising funds and visiting the sick, and is active in the Gospel Choir and as a peer minister.

## CNR Celebrates International Day of Peace with Dedication of Peace Pole

On September 21, 2011, The College of New Rochelle celebrated the International Day of Peace with the dedication of a Peace Pole on the New Rochelle Campus. The eight-foot pole is handcrafted from red cedar and each side expresses the same message of peace in one of four languages: English; Italian, the native language of the foundress of the Ursulines, Angela Merici; and Hebrew and Greek, the original languages in which the Scriptures were written.

Before the placement of the Peace Pole, members of the College Community participated in a midday Interfaith Prayer Walk on campus in remembrance of the tenth anniversary of 9/11. There were seven prayer intentions, each prayed for at a specific location along the walk. Each prayer intention was followed by a prayer from one of seven religious traditions.

The Prayer Walk culminated in the Rose Garden where the Peace Pole was planted, blessed, and dedicated. President Judith Huntington unveiled the Peace Pole.

Today more than 180 countries all over the world have Peace Poles, dedicated as monuments to peace. They serve as constant reminders for all societies to visualize and pray for world peace. All of the Peace Poles are handcrafted and display the message and prayer: May Peace Prevail on Earth.



*President Huntington unveils the newly dedicated Peace Pole in the Rose Garden.*

BY AMY BASS, PH.D.



# BUILDING THE LEADERS OF TOMORROW

When I took the reins of the SAS Honors Program in the fall of 2003, I spent a lot of time just trying to get a handle on things. Course offerings. Advisement. The National Collegiate Honors Council (NCHC). Honors Conference Day. Honors Diploma requirements. This last one would seemingly be the most straightforward: a student needs to take eight Honors experiences (which, it turned out, was not so easily defined, but more on that later), maintain a cumulative grade point average of 3.5, and successfully complete Honors colloquium and senior symposium. Oh, and she needs to have demonstrated leadership to the Honors Program. Hmmmmm, I thought. That's a bit tricky. How do I quantify and grade leadership? What fulfills this requirement?

The answer began to slowly unfold as I plowed my way through my first semester at CNR. While the first requirement – eight Honors courses – seemed simple, it turned out it was not. Honors courses could be seminars, colloquia, independent studies, Honors contracts, and something called an H-option that I could not for the life of me figure out.

Rather than turn to my new colleagues for answers, I turned to the Honors students, who always seemed to be

BECOMING A LEADER WAS NOT PART OF A LIST THAT A STUDENT CHECKED OFF AS SHE WORKED HER WAY TOWARD HER HONORS DIPLOMA. IT WAS A NUANCED PROCESS, AS IT SHOULD BE, AND IT CAN TAKE MANY FORMS FOR THE MANY DIFFERENT FACES THAT POPULATE THE HONORS PROGRAM.

underfoot in various helpful ways as I settled in. They were the ones who showed me, for example, where to get paper for my printer, which soups were the best in the cafeteria, and what classrooms I should try and request. They were my guide that first year, gently and kindly showing me how the program worked, what their stake in it was, and how they felt about it. And yes, indeed, they knew what an H-option was. They led me. They taught me. And I found that it would be a long time before they would learn from me as much as I was learning from them.



From one point of view, I suppose I should have worried that I was not taking hold of the program as strongly as I should have. But from another perspective (and the one I chose to take), I found my first year at CNR to be a great demonstration of this thing we call leadership.

John F. Kennedy wrote, "Leadership and learning are indispensable to each other," and nowhere have I found this to be more so than with the SAS Honors Program. To be a good leader, one should learn as much, if not more, than one should teach, so as the Director of the Honors Program, I was not slow to start: I was apparently doing a bang up job.

Becoming a leader was not part of a list that a student checked off as she worked her way toward her Honors Diploma. It was a nuanced process, as it should be, and it can take many forms for the many different faces that populate the Honors Program. For some, it is quite straightforward: serving on the Honors Board; working on the Honors magazine, *Femmes d'Esprit*; representing the Honors Program at various admissions functions; hosting prospective Honors students during Open House events. But for others, it is a more unstructured undertaking.

An example: during an Honors Board meeting several years ago, a conversation unfolded about problems the Honors cohort was having in the residence halls. They had trouble finding space to study, to think, to talk about their seminars. They did not know how to make their non-Honors roommates understand their needs for space and for quiet, and they did not know what to do about it.

Soon enough, a handful of Honors Board members took it upon themselves to create a subcommittee to explore the possibility of creating an Honors residence wing. They invited interested Honors students to a meeting, where they discussed what other honors programs did, what they might want at CNR, and how to go about getting it. The conversation astounded me as I watched from afar. Some students, quite rightly, worried about separating themselves from their non-Honors friends and classmates, not wanting Honors to take on an air of elitism, something it constantly threatened to do. Others wondered if the College administration would ever listen to their wants. And all of them pretty much understood that if they were successful, the process would likely take so long to get started, none of them would reap the benefits of their labor.

Undaunted, they created a plan, showed it to me for feedback, and then took it to their Honors colleagues. They attended NCHC conferences and talked to students and

faculty from other colleges about their residential experiences. They met with the Dean of the School of Arts & Sciences, and then with Student Services. They brainstormed, got practical, and then brainstormed some more. It was inspiring.

In the end, they were successful: a wing of Ursula became designated as "Honors" with a newly renovated kitchen, a flat screen television lounge, a silent study lounge, a computer room with docking stations and printers, and rows of rooms for the incoming first-year cohort. By the time that group had arrived, the fall of 2009, the last members of the Honors housing subcommittee had graduated: none of them ever saw the Honors wing.

But what they accomplished lives on: the Honors wing is now in its third year, and it is no longer reserved for first-year students. Members of that inaugural residential class still live there, along with the students who came in the following years, and some upper-division students who wanted in on the

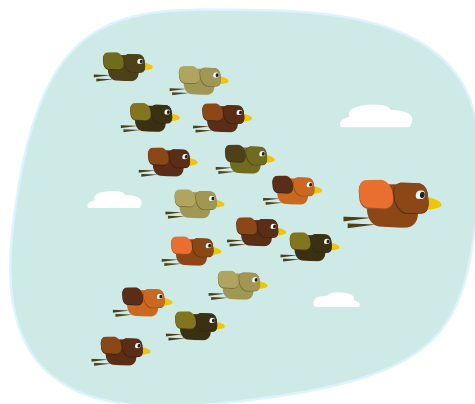
new community. It is a lovely neighborhood, one in which learning does not end when students leave the Honors seminar room in Leland Castle. In their space in Ursula, they work on projects, chat about books, share experiences. And then they return to the Honors seminar room with tales of what took place the evening before, making the classroom experience all the richer for it.

They did it themselves. Those who created it, and those who continue to make it work. Because without such an ethos, the Honors Program could not survive. Each Honors student understands that being a member of the program is more than fulfilling a set of requirements. It means assuming the responsibility of making the community work, whether in the seminar room or outside of it.

So when it comes time for the Honors Committee to read the applications each year for the Honors Diploma, the requirement

that is easiest to assess is the one pertaining to leadership. Because it is understood that a student could not get to that point without having assumed the role of leader – it is vital to learning, and essential to the Honors experience.

Students who graduate from the SAS Honors Program, then, do not go on to become leaders. We do not need to look at Honors graduates, such as Kathleen Cravero, Deputy Executive Director of the Joint United Nations Programme on HIV/AIDS; or Bekki Mui, an English teacher in Beijing; or Shiba Russell, co-anchor of Channel 4 New York news at 5 p.m. We simply need to take a look at any current Honors student. Because each one decided to embark on a path of leadership the moment she decided that Honors was for her.



SO WHEN IT COMES TIME FOR  
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## Gods Behaving Badly Films at CNR

A scene for the upcoming feature film *Gods Behaving Badly* was shot at the College on September 13, 2011. Lakewood Brothers Production used CNR's award-winning Wellness Center to shoot a scene involving actor Ebon Moss-Bachrach. The Center's swimming pool was the focus of the filming.

Director and co-founder of Lakewood Brothers Production Marc Turteltaub took time out from filming to visit with CNR's new president Judith Huntington. He founded Lakewood Brothers Production in 2004 with Peter Saraf and the company's movies include the Academy Award-winning *Little Miss Sunshine*. This film is his directorial debut. The crew of *Gods Behaving Badly* also spent time with undergraduate communication students at the College to discuss movie and film production.

The film, an adaptation of the best-selling novel by Marie Phillips, tells the story of the Greek Gods, alive and well and living in a brownstone in New York City, as they cross paths with a young couple. The intersection of the Gods and the mortals threatens not only the couple's budding relationship, but the future of everything else.



*Left: Communication students on the Gods Behaving Badly set  
Top: President Huntington with Demian Resnick, the location manager for the film*

### STUDENT SCHOLARSHIPS

#### Luisa Garcia SAS'14 Recognized Among Industry Greats at NYWICI Matrix Awards

For a brief moment, Luisa Garcia SAS'14 shared a Waldorf-Astoria stage with Rosie O'Donnell, Idina Menzel, Arianna Huffington, Sheryl Sandberg, and Gwen Ifill, to name a few. She was being recognized at the New York Women in Communications Matrix Awards luncheon on April 11, 2011, as the winner of a prestigious scholarship.

Luisa, a communication arts major, was awarded the Carozzi Family Scholarship, which was created in 2008 and is awarded to an undergraduate who is an accomplished writer. The scholarship provides opportunities for

professional development and mentoring as well as financial support.

At CNR she is concentrating her studies on broadcasting and print media. As for her experience in college, she says, "What I like most about The College of New Rochelle is that it offers small classes, which allows the professors to have a greater interaction with the students." After graduation Garcia plans to continue her studies in either broadcasting or journalism and seek a career in on-air journalism.

#### Tania Veloz SAS'12 Selected for National Hispana Leadership Institute's "Latinas Learning to Lead"

Tania Veloz SAS'12 was one of just 22 Fellows selected for the National Hispana Leadership Institute's (NHLI) "Latinas Learning to Lead" (LLL) 2011 summer program in Washington, DC.

NHLI's "Latinas Learning to Lead" program promotes and fosters the development of young college-age Latina leaders through training, mentoring opportunities, access to national networks, and tools to create a community impact through their leadership projects.

Tania attended leadership training in Washington, DC in June, participated in NHLI's CyberMadrina online mentoring program, and paired with an NHLI Executive Leadership Fellow.

As part of her fellowship, she is also planning to conduct a leadership project in the community. A wellness coach at CNR for the past two years, Tania is planning to work with Dr. Adrienne Wald, Director of Wellness Education and Programs at CNR, and the Latin American Women's Society (LAWS) to develop an educational presentation on healthy lifestyles, positive health behaviors, and healthy relationships and self-esteem for Latina high school students. The program will be designed to be informative and interesting to girls from 15 to 18 years old who are facing peer pressure and who are learning how to make decisions about their futures.





*Top: The College's 12th President Stephen Sweeny and Archbishop Timothy Dolan received honorary degrees  
Middle left: Wanda Pope-Ewart & Dr. Jessica Kindred, instructional staff, Brooklyn Campus  
Middle right: Laura Davan & John Castiglia  
Bottom: Justinne Orjuela*



## OVER 1,100 DEGREES AWARDED AT COMMENCEMENT

On May 26, 2011, The College of New Rochelle celebrated its 104th Commencement as it graduated the Class of 2011. The College awarded 1,100 baccalaureate and master's degrees on graduates of the School of Arts & Sciences, School of Nursing, Graduate School, and School of New Resources during Commencement Exercises at The Jacob Javits Convention Center.

This year's Commencement address was given by His Excellency, Timothy Michael Dolan, Archbishop of New York. The College conferred honorary degrees on Archbishop Dolan and Stephen J. Sweeny, President of The College of New Rochelle, who retired in June 2011.

## ALSO...

### **CNR Athletes Elected to the HVWAC All-Academic Team**

Six CNR athletes were elected to the inaugural All-Academic Team of the Hudson Valley Women's Athletic Conference (HVWAC). Students elected must be a sophomore or higher, maintain a minimum 3.5 cumulative GPA, and participate in one of the conference's fall sports - cross country, soccer, tennis, and volleyball. The CNR athletes honored were: Kerline Dieudonine SAS'11, Cross Country; Jaclyn Reynolds SAS'12, Cross Country/Tennis; Cynthia Rodriguez SAS'11, Cross Country; Tania Veloz SAS'12, Cross Country; Christine Biskup SAS'13, Volleyball; and Kristina Nilaj SAS'13, Volleyball.

### **CNR Receives Presidential Community Service Award, Second Year in a Row**

The College of New Rochelle was recently notified that it has been again named to the President's Higher Education Community Service Honor Roll, the highest federal recognition a college or university can receive for its commitment to volunteering, service-learning, and civic engagement. This is the second year in a row that CNR has received this award.

Nearly 3,000 CNR students completed service in the 2009-2010 academic year, which comes to 183,751 hours of service. The College was recognized for three specific programs: Innovation in Early Childhood Education where the College partnered with a local elementary school in the Response to Intervention program (RTI); Wellness Coaches Program to train student leaders as peer educators; and Summer Learning Project where the College partnered with The Ward School (K-6) of New Rochelle, NY.



# CNR NURSES: A Legacy of Leadership

CNR nurses learn more than just the skills necessary to take care of patients. They are taught to be **leaders, mentors, and advocates** – for themselves, their patients, and other nurses. It's a legacy of leadership that stays with them throughout their careers. BY AMY ROACH PARTRIDGE

"Leadership is a basic nursing competency. At the bedside or in the boardroom, nurses have to advocate and lead for patients and other nurses – it's the cornerstone of our practice," says Launette Woolforde, EdD(c), DNP, RN-BC, who received a post-master's certificate in nursing education at CNR's School of Nursing in 2003.

And she should know. With a master's, post-master's, and her second doctoral degree near completion, Woolforde's 18-year nursing career has spanned a variety of clinical and education positions, and she is currently the corporate director of nursing education for the North Shore LIJ Health System. Being a leader is part of Woolforde's daily experience now, but she traces her leadership roots to her time at CNR. "Fostering leadership ability in its students is one of the things CNR does very well," Woolforde says. "The faculty are exemplars of

leadership and they create opportunities for students to gain experience and exposure to leadership through nurturing and supportive mentorship. I met Dr. Connie Vance, for example, when I was her post-master's student at CNR. In the 10 years since, we have developed a wonderful relationship, and her mentorship of me inspires me to mentor others."

Woolforde is not alone in understanding the benefit of a nursing education that encompasses leadership aspects – indeed, one of the characteristic definitions of the CNR nurse is his or her role as a leader and advocate for other nurses.

## Leadership Starts in the Classroom

CNR's focus on nursing leadership begins in the classroom, and the lessons learned there extend far into the field.

"We introduce the concepts of leadership, mentoring, and networking

...But while nurses are taught the concepts, principles, and basic skills of the profession in nursing school, when they step into the next stage and start their careers, the only way that they can adequately learn is through the caring mentorship of other nurses...

in the curriculum," says Dr. Connie Vance, CNR professor of nursing and author of a new book, *Fast Facts for Career Success in Nursing: Making the Most of Mentoring in a Nutshell*. She points to the "Transition to Professional Practice and Leadership" courses. In this two-course sequence, senior students study leadership and management theories in relation to professional nursing practice, and then apply those principles in a variety of clinical settings.

"But while nurses are taught the concepts, principles, and basic skills of the profession in nursing school, when they step into the next stage and start their careers, the only way that they can adequately learn is through the caring mentorship of other nurses," Vance says.

"When it comes time to give your first injection or bathe a patient, or speak to family members of someone who is dying – those are not behaviors you learn in the classroom," says Catherine Graham SN'96, senior vice president of operations at St. Barnabas Hospital, Bronx, NY. "Sometimes it is on-the-job learning, but a lot of it is other nurses who teach you and protect you."

Graham recounts experiences where nurses have been put in unsheltered environments without any guidance from other nurses and, in a few years, she says, they are looking to leave the field. "How nurses take care of each other and nurture each other is a big deal," she says.

Vance concurs. Mentoring and advocacy in the field has been shown to prevent mistakes and dissatisfaction among new nurses, promote high-quality safe clinical care, and can even boost the notoriously low retention



rates for nurses' first jobs, she notes. "I used to believe that mentoring novice nurses was a nice thing to do; now I think it's absolutely essential," she explains.

And, because CNR is educating baccalaureate nurses, the focus on mentoring for leadership is even more crucial, says Dr. Deborah Hunt, assistant professor of nursing at CNR and a veteran nurse who spent 15 years in hospital-based leadership roles. "The baccalaureate nurse is looked to for leadership in hospital positions almost from day one. Even though they may be novice nurses, they have to be role models and oversee the work of ancillary help very early on in their careers," explains Hunt, who obtained a master's degree in nursing administration and completed an extensive review of the leadership literature in the development of her doctoral dissertation.

#### **It's Not Easy Being Green**

To help ease this transition from school into the demanding first stage of a nursing career, Vance and Hunt co-founded CNR's Nurse Advocacy Forum in April 2008. The Forum – whose members are senior CNR nursing students and new nursing alumni – meets four times a year, providing a vehicle for support, advocacy, networking, creative problem solving, and leadership development. It gives students and recent alumni an opportunity to learn from each other and from expert guest speakers.

Vance and Hunt are also documenting their experience with the Forum, collecting data and working to share their insights with other schools and nursing communities who are also interested in bridging that gap between school and practice. They were recently invited to share their work at the International Research Network for Preceptorship and Mentorship sponsored by the University of Alberta, Canada. "Other schools are interested in emulating this work. It would be great to have national and international projects in this vein," Vance says.

"We have a lot of wonderful stories from the Forum," adds Hunt. "Students that were having difficulty with licens-

ing exams or challenges finding and navigating their first positions tell us that the support they received from the Forum, or the inspiration from hearing one of our speakers, gave them the self confidence they needed to succeed. It really is a positive force in so many lives."

Woolforde is impressed by the group's focus on bridging the gap between student and professional nursing. "The Forum really helps the students get a picture of what the next few months and years – or whole careers – could look like through the eyes of living, breathing nurses working in the field," she explains. "That tangible is so critical."

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**Mentoring and advocacy in the field has been shown to prevent mistakes and dissatisfaction among new nurses, promote high-quality safe clinical care, and can even boost the notoriously low retention rates for nurses' first jobs.**

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Another tangible example of CNR's focus on leadership learning in action can be found in the CNR delegation that attended the International Council of Nurses (ICN) conference in Malta in early May. Along with Professors Vance and Hunt – who were invited to present on the work that they've done with the Nurse Advocacy Forum – and Woolforde, were two current CNR nursing students (undergraduate Shannon Magee Campbell and graduate student Susan Sakalian SAS'86, SN'93) supported by the Russel & Deborah Taylor Foundation Travel Scholarship.

"The ICN conference exposes participants to nursing on a global platform and allows them to see how nurses impact health around the world in capacities that transcend our familiar roles as caregivers," says Woolforde, who also presented her work at the ICN this year. "It is remarkable that these two CNR students were able to experience this – to learn about nurses leading media and health care; helping

reduce low-birth weight and stillbirth rates in babies around the world, and leading and driving access, quality, and health. It is more enriching than any classroom experience, and bringing these students along was model behavior when you want to talk about leadership, advocacy, and mentorship."

#### **Climbing the Ladder**

As they go from novice nurses to veterans and into administrative or educational positions, CNR nurses keep the leadership lessons they learned at CNR close to their hearts. Graham, for example, worked her way up the ranks at St. Barnabas (from nurse to director of nursing to senior vice president of nursing to her current role as senior vice president running hospital operations) but has remained an advocate for nurses.

Watching some of the nurses under her charge struggle to balance their full-time jobs at the hospital while pursuing additional nursing degrees, she worked with CNR to develop a nursing degree program on-site at St. Barnabas. Starting with just 10 nurses, the program has just graduated its second cohort in the nursing and health care management tract. Instructors from CNR teach didactic classes at the hospital and together, they work to place the nurses in clinical rotations.

"When I was an adult learner, I found it very difficult to transition from work to school, and I wanted to make that easier for other nurses," Graham explains. "These nurses finish their shift and they go to our auditorium and the professor comes to them. It's a great way to advance the profession and help more nurses pursue their studies."

The fact that Graham initiated this program for other nurses is typical of the legacy of leadership that CNR instills in its nurses. Summing up the philosophy, Vance says, "We're building a strong, collegial network of nurses that have the confidence to find their first positions, move through the challenges of the early career stage, and then into leadership roles where they have the chance to mentor and influence other students and other nurses."

# Addressing Education's New Template

Dan Domenech never claimed to be the bearer of good news.

His recent address to a College of New Rochelle audience at the "Changing Face of Education" forum was no exception, warning that in the current education debate, progress is too closely linked with overzealous cuts.

"For the last three years across the country, education budgets have been going down, down, down," said the executive director of the American Association of School Administrators (AASA) in Arlington, VA. "They're going to go down again this coming school year and the year after that. We will see five years of continuous economic decline and budget declines in education."

A public education superintendent for 27 years and most recently, senior vice president of national urban markets at McGraw-Hill Education, Domenech accepted his current position in July 2008.

"You'll recall that in November (2008) the bottom fell out of the economy," he said. "Nobody really saw this thing coming down the tracks and we've been in a downward spiral since. In all my years in education, it's hard to remember a year when your budget was actually lower than the previous year. That hardly ever happened in education."

Walter Sullivan, director of The College of New Rochelle Center for Educational Policy and Practice, listed the New York State Teacher & Principal Effectiveness Evaluation model as one among many issues affecting students, staff, and schools that must be addressed.

"What kind of education do we want for our kids and our grandkids?" Sullivan asked some 150 members of the audience. "We are all invested in the education of our students."

Gov. Andrew Cuomo proposed recently across the state a \$250 million fund for districts demonstrating improvement in student performance. An additional \$250 million will be made available for demonstrated cost-cutting measures.

"As a result, you now have the

government telling a superintendent and board of education that if you want the money, you have to fire the principal," Domenech said. "In one of the models, you have to fire half the staff. In another model, you just close the school. Or, you turn it over to a management group or a charter school."

It is not transformation and it is not reform, Domenech said.

"This is going back to the '50s or '60s and attempting to do what we did then," Domenech said state stabilization dollars and the federal Race to the Top fund will "make this administration the most intrusive administration we've ever had in local affairs."

Above all else, an "incredible amount of data" will be collected from school districts beginning this July.

The model utilizes standardized test results and student growth as a measure for evaluation of teachers and administrators.

More than 42 states signed on to implement Common Core Standards as part of Race to the Top, but hands were proverbially tied in order to obtain recovery dollars.

"States were supposed to use that money to have the ability to collect data, but they used the money to fill their budget gaps," Domenech said.

National dialogue has heatedly centered on teacher tenure, seniority, and collective bargaining. "There's this whole, 'Teachers are the problem and

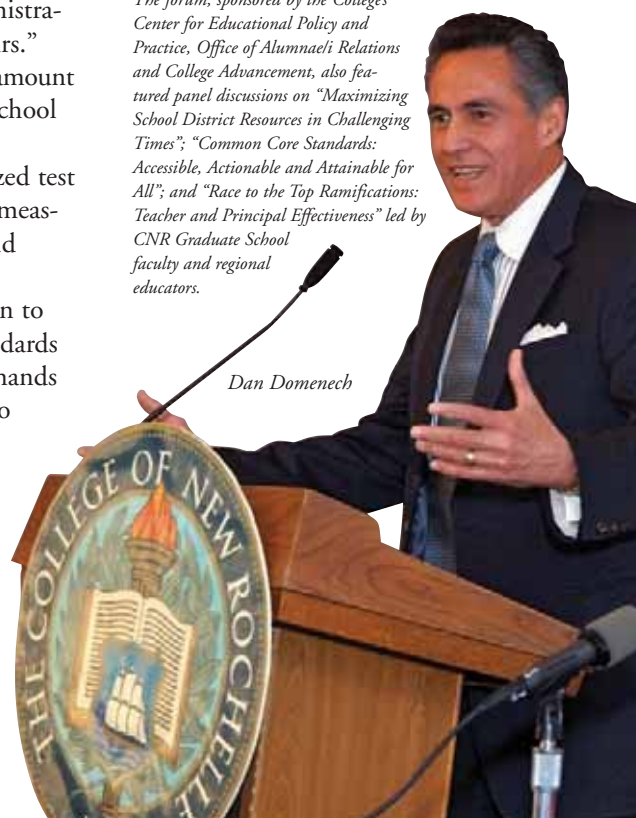


To watch the video of Dan Domenech's keynote address, go to the College's YouTube page - CNR1904.

they're the ones to blame," Domenech said. "But graduation rates have reached an all-time high. The dropout rate has never been lower. Why are we defining public education based on the 5 percent of schools in this country that are failing?"

*This article, written by Kelly Liyakasa, originally appeared in The Westchester Business Journal on March 11, 2011 and is reprinted with permission.*

*The forum, sponsored by the College's Center for Educational Policy and Practice, Office of Alumni/ae Relations and College Advancement, also featured panel discussions on "Maximizing School District Resources in Challenging Times"; "Common Core Standards: Accessible, Actionable and Attainable for All"; and "Race to the Top Ramifications: Teacher and Principal Effectiveness" led by CNR Graduate School faculty and regional educators.*



Dan Domenech

## SAVE ON LOCAL ENTERTAINMENT WITH PLUM BENEFITS

All members of **The College of New Rochelle Alumni Association** now have access to the Plum Benefits service. Save up to 50% off local entertainment - Broadway and Off Broadway shows, top sporting events, family attractions, local getaways, comedy clubs, restaurants, and more.

**Signing-up is free and easy:** Visit [www.plumbenefits.com/signup](http://www.plumbenefits.com/signup), enter your e-mail address and the access code: ac1227864, and create your profile and password. Check back frequently as Plum Benefits is constantly adding new and exciting entertainment opportunities.



# ALUMNAE RETURN TO CNR TO RECONNECT

CNR celebrated its 73rd annual Alumnae/i College on June 11, 2011. Graduates of The College of New Rochelle from classes ending in 1s and 6s returned to campus to reconnect with friends and visit the campus.



**A.** Peggy Nolan SAS'71 & Racheal Orsetti Hart SAS'71 **B.** CNR President Judy Huntington & Sr. Irene Mahoney SAS'41 **C.** Ellie Shea, OSU SAS'50, Marguerite "Monk" Gormley Gomes SAS'61, & Suzette McKiernan Davis SAS'61 **D.** Ann Gilligan DiDiego SAS'51 **E.** Angela Merici Medalists (l to r): Marge O'Connor SAS'66, Ethel Ankner Shafter SAS'56, Stephen Sweeny, Dolores Castellano King SAS'61, Mary Sommer Sandak SAS'71, & Regina Degnan-Steinborn SAS'76 **F.** Fil Russo Mohr SAS'61, Loretta Mello Simon SAS'61, & Pat Yetman Melville SAS'61 **G.** Linda Ryan Lynch SAS'71, Jane O'Neill SAS'71, & Loretta Seery Nugent SAS'71





# New Members Appointed to Board of Trustees



*Karen Helfenstein, SC, Joan Woodcome, OSU, Lillian Brennan Carney, Rosa Kittrell Barksdale, Jane Scully Reichle, James Reichbach, & Regina Kehoe, OSU*

Seven new members have been appointed to the College's Board of Trustees: Rosa Kittrell Barksdale, Lillian Brennan Carney, Karen Helfenstein, SC, Regina Kehoe, OSU, Jane Scully Reichle, James Reichbach, and Joan Woodcome, OSU. Each will serve a three-year term.

Rosa Kittrell Barksdale SNR'75, who is returning to the College's Board of Trustees, is the owner of Barksdale Home Care Services Corp., the first Licensed Home Care Agency owned and operated by an African-American woman to contract with the N.Y.S. Department of Social Services to provide Medicaid home care services. Barksdale has had extensive experience in nursing and health care as a nurse and a drug abuse and health teacher for the New York City Board of Education.

Lillian Brennan Carney SAS'69 returns to the College's Board of Trustees, having served from 2004 to 2010. A homemaker and mother of five, she is married to Patrick Carney, President of Claremont Corporation in Massachusetts. In the past she has been a CCD teacher, a volunteer at St. Luke's Hospital, and a member of the Board of Directors of New Bedford Child & Family Services.

Sr. Karen Helfenstein, who also has served on CNR's Board previously, is a nurse educated at Saint Vincent's Hospital and Hunter College in New York. After entering the Sisters of Charity of New York, she received her master's in public administration at Long Island University. Sr. Karen is a fellow of the American College of

"The wise counsel and generous support that our trustees have given this College play a key role in the College's success." — CNR PRESIDENT JUDITH HUNTINGTON.

Health Care Executives and she has a certificate in Bioethics from Georgetown University and a certificate in Mind Body Medicine from Harvard. In August 2006, Sr. Karen joined Catholic Health East (CHE) working in the System Office as Director of Mission Services and Spirituality.

Sr. Regina Kehoe SAS'56, GS'88 returns to the College's Board of Trustees, having served from 2004 to 2010. A past member of the Catholic Lay Leadership Board and the Mount Saint Ursula Board, she is currently a guidance counselor at The Ursuline School in New Rochelle, and this year celebrates 60 years as an Ursuline. She has a master's in education administration from Villanova University.

For many years Jane Scully Reichle SAS'67 worked at G.E. Capital Corporation, retiring as Senior Vice President for Oil and Gas. Subsequently, she was the Senior Vice President of Westport Energy Partners, LLC from which she is also retired. She is the recipient of both the *Ursula Laurus* citation and the Angela Merici Medal from The College of New Rochelle and is currently the Vice President of the Alumnae/i Association Board of Directors and Class Fund Agent. She has an M.A. in American civilization from the University of Pennsylvania.

James Reichbach is the Vice Chairman, Global Head of Banking &

Securities of Deloitte, where he oversees Deloitte's services provided to the banking industry including assurance, tax, consulting, and financial advisory services globally. He also serves as the U.S. and Global Lead Client Service Partner for Bank of America. Previously he led Deloitte Consulting's Global Banking and Securities practice and Financial Institutions Practice in Central and Eastern Europe, based out of Budapest and Moscow. A graduate of New York University with a B.A. in Management, he has his M.B.A. from New York University. He is an adjunct professor of international business at Ramapo State College in New Jersey, a board member of Wall Street Rising, and a supporter of Women on Wall Street.

Sr. Joan Woodcome SAS'62 has taught at Blessed Sacrament Elementary School in New Rochelle and at The Ursuline School in New Rochelle, where she later became the Assistant Principal, and then Chief Financial Officer. Today she is the Director of Special Projects. For the Ursuline Province, she has served on a variety of committees, including Trusteeship, *Serviam* Mission, Ad Hoc Committee on Residence, Planning Committee, and since 2007 on the Investment Committee. She has a master's in sociology from The Catholic University of America.



## Atlantic Cover Story Writer Kate Bolick Discusses Marriage at CNR

On November 15, 2011, members of the College and the surrounding community engaged in an animated discussion after the lecture, “What, Me Marry?” by Kate Bolick.

Bolick, author of the cover story “All the Single Ladies,” featured in the November issue of *The Atlantic*, read from her article and then launched into a dialogue in which she explored the institution of marriage and its relevance in society today.

Daniel Smith, Critchlow Endowed Chair of English in the School of Arts & Sciences, said, “Kate Bolick’s lecture brings a journalist and critic of great talent and élan to The College of New Rochelle. Her lively, ambitious, and bravely personal recent article about changing mores in courtship and marriage is one of the most talked-about in recent memory.”

According to Bolick, “as the economy evolves, it’s time to embrace new ideas about romance and family – and to acknowledge the end of ‘traditional’ marriage as society’s highest ideal.” Clearly stating that she is not against marriage, nor does she say she never wants to get married, Bolick simply questioned the importance of marriage and asked the audience to think about “why, as a society, do we hold on to the idea of marriage?”



Kate Bolick (second from right) with students Shymaya Kelley, Regina Alvarado, and Shiyon Mathew

In her article in *The Atlantic*, which has led to multiple radio and television appearances, Bolick makes the point that in today’s economy, “men are falling apart.” It goes on to say that, “recent years have seen an explosion of male joblessness and a steep decline in men’s life prospects that have disrupted the ‘romantic market’ in ways that narrow a marriage-minded woman’s options: increasingly, her choice is between deadbeats (whose numbers are rising) and playboys (whose power is growing).”

Bolick’s candid and honest lecture led to a lively debate and created a unique conversation among students, faculty, staff, and community members. —Andrea Fagon

## SAVE THE DATES Save the dates for these upcoming events.

DATE	TIME	EVENT/PLACE
<b>FEBRUARY 2012</b>		
Sunday, February 12	4 p.m.	Vero Beach, Florida Reception – John’s Island Club
Wednesday, February 15	12:30 p.m.	Palm Beach, Florida Luncheon – Café Boulud
Wednesday, February 22 (Main Campus, 7p.m.) & Thursday, February 23 (JOC Campus, Time TBD)		Inaugural Lecture Series – Race & Adult Education Panel Discussion
<b>APRIL 2012</b>		
Thursday, April 19	7 p.m.	Regional Connecticut Presidential Reception
Wednesday, April 25	7 p.m.	Inaugural Lecture Series – Evolving a Culture of Health Presented by Mark Sullivan Vice President, Wellness, PepsiCo
<b>MAY 2012</b>		
Sunday, May 6	12-5 p.m.	Strawfest
Saturday, May 19	11 a.m.	Commencement – Radio City Music Hall
<b>JUNE 2012</b>		
Saturday, June 9	All Day	Alumnae/i College Classes ending in 2s and 7s will reunion
<b>OCTOBER 2012</b>		
Monday, October 1	All Day	Golf & Tennis Outing

For more information, contact Linda Grande at (914) 654-5288 or lgrande@cnr.edu.

# *We Remember*



Elizabeth O'Brien, OSU



Joan McIver, OSU



Jean Baptiste Nicholson, OSU



Elizabeth Brophy



Ursula Baumann, OSU



Anne Morrissey

## **Elizabeth O'Brien, OSU**

Elizabeth O'Brien, formerly known as Mother St. John, died on February 8, 2011 at age 97. Sr. Elizabeth's life of service included a long association with The College of New Rochelle. A 1934 graduate of the College, she held the presidency of The College of New Rochelle from 1961 to 1963. In the 1940s she was a member of the faculty and later continued teaching while also serving as Director of Students.

## **Joan McIver, OSU**

Joan McIver, known also as Mother Emmanuel, passed away on February 15, 2011. A graduate of the Class of 1950, Sr. Joan joined the CNR faculty in 1958 as an instructor in the Theology Department. She remained at CNR until 1968 when, on a leave of absence from the CNR faculty, she assumed the responsibility as prioress of the Ursuline House of Studies in Washington, DC. In 1973, she resigned from the CNR faculty. Subsequently, she taught as an adjunct in the CNR Religious Studies Department until about 1976. She later served on the CNR Board of Trustees from 1984 to 1992.

## **Jean Baptiste Nicholson, OSU**

Jean Baptiste Nicholson died on March 23, 2011. Sr. Jean Baptiste graduated magna cum laude from the College in 1960 with Honors in Classics. In 2004, she received the Doctor of Humane Letters from CNR in recognition for her longtime service to CNR and as principal of the Ursuline School in New Rochelle, which under her leadership was honored three times as a National Blue Ribbon School of Excellence. Sr. Jean Baptiste served on the College's Board of Trustees for more than 30 years, joining the Board in 1974 and continuing until her death. She served as the Chair from 1998 to 2004.

## **Elizabeth Brophy**

For more than two decades, Elizabeth Brophy, who died on May 11, 2011, shared her many gifts with the English students of CNR as a professor in the English Department. Betty came to CNR in 1968, and during her tenure, served as Chair of the English Department for several terms, helped to write the Core Curriculum, and began the Writing Center. She retired in 1994 from CNR after 25 years of service.

## **John "Jack" Dunkel**

Jack Dunkel, a dedicated member of the College's security team, died on July 3, 2011. Jack worked for a number of years as office manager in Safety/Security on the Main Campus before retiring in 1993.

## **Ursula Baumann, OSU**

A 1942 graduate of the College, Ursula Baumann died on September 1, 2011. Sr. Ursula spent many years teaching at the College as assistant professor of mathematics from 1951 to 1962. Beyond her teaching, Sr. Ursula served CNR as a Sacristan in the College's Chapel and in later years as a staff assistant in College Advancement.

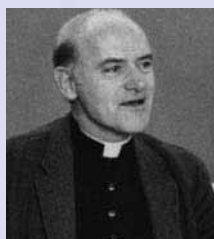
## **Anne Morrissey**

Anne Morrissey, head of the Physical Education Department for 27 years, passed away on September 14, 2011. She first came to the College in 1947 as an Instructor, and was later promoted to assistant professor and then associate professor. She was particularly known for teaching swimming and many alumnae recalled Anne as the reason they learned to swim. In 1974, she retired to care for her ailing mother.

## **Carolyn Gregory, OSU**

Formerly known as Sr. Regina Gregory, Sr. Carolyn passed away on September 15, 2011. A 1949 graduate of CNR with a B.A. in Latin and French, she later received an M.S. in studio art. In the 1980s, she spent two years teaching at the School of New Resources.





Rev. Bernard McMahon



Rudolph Eckhardt



Richard Tufo



Claire O'Mara, OSU



Mynece Thomas

### Rev. Bernard McMahon

Father Bernard McMahon, who passed away on October 9, 2011, first came to CNR as an adjunct in the English Department and later joined the CNR faculty full-time in 1971, teaching American and English literature for the next 29 years. For many years, he was also the advisor to Props & Paint. Father McMahon initiated the first Strawberry Festival in 1972, which has been an annual tradition at the College ever since, and he was the impetus behind the creation of *Phoenix* in an effort to revive the “deceased” college literary magazine, *Quarterly*. As assistant chaplain, he was frequently the celebrant at daily masses in the Fishbowl. Father McMahon also taught at the DC-37 Campus. *Annales* was dedicated to him in 1995, and CNR awarded him an honorary doctorate in 1996.

### Rudolph Eckhardt

On November 12, 2011, Dr. Rudolph Eckhardt, longtime psychology professor at CNR, passed away. Rudy came to CNR in 1963, retiring ten years ago after 38 years in the School of Arts & Sciences Psychology Department. He frequently taught Statistics (a course some, he said, “loved to hate”) and Experimental Psychology. He served as Chair of the Psychology Department and on various committees during his long tenure, which included being witness to the opening of the College’s new science building, Rogick, in 1968.

### Richard Tufo

Security Officer Richard Tufo passed away after a long illness on November 26, 2011. Dick joined the Security Staff at the Main Campus in October 1993 and in 1995 received his degree from the College’s School of New Resources. For 18 years, Dick was a dedicated security guard and a well-respected member of the College Community.

### Claire O'Mara, OSU

Sr. Claire O'Mara, a member of the Class of 1945 and a recipient of the Sr. Dorothy Ann Kelly Woman of Conscience Award, died on January 8, 2012. Sr. Claire’s life of service extended beyond the United States to Mexico City, Rome, Madrid, and Peru. She also spent many years teaching, interpreting, and providing pastoral service at St. Angela Merici School in the Bronx, Hostos Community College, Mount St. Ursula Speech Center, Casita Maria, the Adult Learning Center in New Rochelle, and with migrants in California and Florida. In a demonstration calling for the close of the (then) School of the Americas in Georgia that trained foreign military, Claire was arrested and served two months at the Danbury Federal Correctional Institution.

### Mynece Thomas

Mynece Thomas, longtime staff assistant at the John Cardinal O'Connor Campus, passed away on January 8, 2012 following a long illness. Mynece came to the JOC Campus in 1989 as a member of the retention staff and was a major resource for information regarding financial assistance, grades, attendance monitoring, interpersonal disputes, scheduling conflicts, peer advisement, and spiritual support. In 2005, she moved to the admissions area, where she truly found her “calling” as a recruiter for the campus. She remained in that position until her retirement in 2006.

*May They  
Rest in  
Peace*



## THINK CREATIVELY... EMBRACE CHALLENGES... CHANGE LIVES...

In our 108th year, it is with a sense of pride and renewed commitment that we celebrate the values on which CNR was founded – a commitment to life-long learning, independent thinking, risk-taking for positive change, spiritual growth, service to others – the very same values our faculty and students embrace today. We ask you to pass on this gift of education to another generation of students by giving to the Annual Fund. Your contribution will be put to use immediately in each of our Schools and on each of our campuses, enhancing the lives of students and faculty by providing scholarships and student financial aid, faculty salaries, library audio-visual materials, journal subscriptions, and electronic databases.

## WE GIVE to the Annual Fund

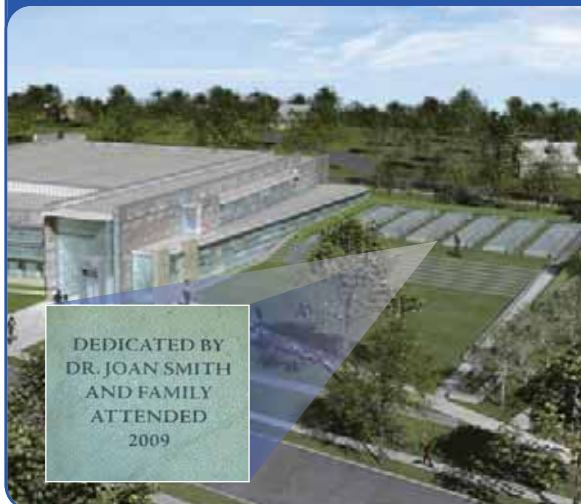
### TO MAKE A GIFT:

By Credit Card:	Visa, MC, Amex Call Elisha Brewster in Office of Annual Giving, (914) 654-5241
Send a Check:	The Annual Fund The College of New Rochelle 29 Castle Place New Rochelle, NY 10805
Online:	<a href="http://www.mycnr.com">www.mycnr.com</a>

*(Payable to The College  
of New Rochelle)*

### REMEMBER...

**your time at college... a loved one who attended... classmates...  
a group of friends... a special teacher... a magic moment from your past...  
Cast your memories in stone and support the College  
so generations of new students can build their own memories here.**



## WELLNESS CENTER CONTEMPLATION GARDEN PAVERS

**Pavers are a wonderful way to show your support  
for The College of New Rochelle.**

- The engraved 12" x 12" paver will be placed in the Contemplation Garden at The Wellness Center.
  - The cost per paver is \$250.
  - You can enter up to 5 lines of text with 15 characters (letters, numbers, spaces, & punctuation) per line.
- Order a paver or print out a form online at [www.mycnr.com/pavers](http://www.mycnr.com/pavers).

**Thank you for your support!**

All engraving entries are subject to the approval of  
The Alumnae/i Association of The College of New Rochelle





**You can have your cake and eat it too!**

## Create a living legacy to The College of New Rochelle with a charitable gift annuity

It's really pretty simple. You make a gift of cash, securities, or other assets and the College agrees to pay you and one other annuitant you name a fixed sum each year, for life. The payments are guaranteed by the general resources of The College of New Rochelle.

The older you or your designated annuitants are at the time of the gift, the greater the fixed income CNR can agree to pay.

In most cases, part of each payment is tax-free, increasing its after-tax value. If you give appreciated property, you will pay capital gains tax on only part of the appreciation. And, if you are the annuitant, the capital gains tax will be spread out over many years rather than being incurred only in the year of the gift.

### **Your Tax and Financial Benefits**

- The older you are when payments begin, the higher the annuity rate and the larger the charitable income tax deduction.
- The annuitants you name will receive fixed annual income for life, guaranteed by the general resources of the College.
- If you fund the annuity with an appreciated asset, you will incur tax on only part of the gain.
- Your estate may enjoy reduced probate costs and estate taxes.
- You will provide generous support to the students and faculty at The College of New Rochelle.

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If you are 65 or older, you too can have an annuity for yourself, or for yourself and a loved one.

To find out more about charitable gift annuities and other planned giving options, contact:

Mynetta McCutcheon,  
Development Officer, at  
(914) 654-5916 or  
mmccutcheon@cnr.edu or  
Claire Manto, Director of Donor  
Relations, at (914) 654-5282 or  
cmanto@cnr.edu

They will be glad to help you with an appropriate method and provide sample calculations to determine what is possible. Or, you can go to [www.mycnr.com](http://www.mycnr.com), click on ways to give, click on planned giving, and scroll to the bottom of the page for the "GiftCalcs" button.

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## We are thrilled to announce the relaunching of our new alumnae/i website **www.mycnr.com!**

The alumnae/i website has a fresh new look and lots of new features.  
We hope you will take some time to browse the new site and  
share your feedback with us.



Here are some of the highlights...

- Update your alumnae/i record at [www.mycnr.com/addressupdate](http://www.mycnr.com/addressupdate)
- Register for the website in order to search for classmates or submit class notes at [www.mycnr.com/login](http://www.mycnr.com/login)
- Find out about upcoming alumnae/i events at [www.mycnr.com/events](http://www.mycnr.com/events)
- Check out the alumnae/i news at [www.mycnr.com/news](http://www.mycnr.com/news)
- Stay connected through social media at [www.mycnr.com/socialmedia](http://www.mycnr.com/socialmedia)

Trouble logging in or other questions?  
Don't hesitate to call us at (914) 654-5240 or e-mail us at [alum@cnr.edu](mailto:alum@cnr.edu).